Crystal Springs Elementary School

2021-22 Schoolwide Improvement Plan

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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: 7/20/2020

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)	100%
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* 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%)
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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Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

http://www.duvalschools.org/cse

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	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	66%

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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Simpson, Todd	Principal	- Manage Resources, which align to positive student outcomes - Develop high performing teachers, while implementing an effective Retention Plan - Develop High Performing Goals for School Improvement - Implement quality standards based instruction as the Learning Leader, as to improve teacher development, which impacts student achievement.
Bell, Melissa	Assistant Principal	- Manage Resources, which align to positive student outcomes - Develop high performing teachers, while implementing an effective Retention Plan - Develop High Performing Goals for School Improvement - Implement quality standards based instruction as the Learning Leader, as to improve teacher development, which impacts student achievement.
Bunker, Jill	Assistant Principal	- Manage Resources, which align to positive student outcomes - Develop high performing teachers, while implementing an effective Retention Plan - Develop High Performing Goals for School Improvement - Implement quality standards based instruction as the Learning Leader, as to improve teacher development, which impacts student achievement.
Gray, Lesli	Other	- Manage Resources, which align to positive student outcomes in the SLA Program - Supports teachers in and outside the classroom environment - Supports Admin in developing goals for the SLA program, and more specifically the students' IEP goals for success - SLA environment and students in the REI classrooms. - She assists teachers with behavior issues, writing IEPs, organizes the MRT for student services, etc....

Demographic Information

Principal start date

Monday 7/20/2020, Todd Simpson

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.*

3

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.*

6

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

987

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

4

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

5

Demographic Data

Early Warning Systems

2021-22

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	140	148	136	164	149	211	0	0	0	0	0	0	0	948
Attendance below 90 percent	1	59	50	51	50	69	0	0	0	0	0	0	0	280
One or more suspensions	0	1	3	2	4	8	0	0	0	0	0	0	0	18
Course failure in ELA	0	1	3	1	6	2	0	0	0	0	0	0	0	13
Course failure in Math	0	1	2	1	2	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	26	62	82	61	142	0	0	0	0	0	0	0	373
Level 1 on 2019 statewide FSA Math assessment	1	39	63	74	66	100	0	0	0	0	0	0	0	343
Number of students with a substantial reading deficiency	0	26	62	82	61	142	0	0	0	0	0	0	0	373

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	1	32	66	70	61	109	0	0	0	0	0	0	0	339

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	3	7	12	2	0	0	0	0	0	0	0	25
Students retained two or more times	1	0	0	0	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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	132	173	150	199	179	178	0	0	0	0	0	0	0	1011
Attendance below 90 percent	26	26	23	25	21	33	0	0	0	0	0	0	0	154
One or more suspensions	3	2	4	8	10	2	0	0	0	0	0	0	0	29
Course failure in ELA	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	36	100	85	98	34	56	0	0	0	0	0	0	0	409
Level 1 on 2019 statewide Math assessment	64	116	90	120	30	44	0	0	0	0	0	0	0	464

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	41	91	78	87	30	43	0	0	0	0	0	0	0	370

The number of students identified as retainees:

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

2020-21 - 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	132	173	150	199	179	178	0	0	0	0	0	0	0	1011
Attendance below 90 percent	26	26	23	25	21	33	0	0	0	0	0	0	0	154
One or more suspensions	3	2	4	8	10	2	0	0	0	0	0	0	0	29
Course failure in ELA	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	36	100	85	98	34	56	0	0	0	0	0	0	0	409
Level 1 on 2019 statewide Math assessment	64	116	90	120	30	44	0	0	0	0	0	0	0	464

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	41	91	78	87	30	43	0	0	0	0	0	0	0	370

The number of students identified as retainees:

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

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 (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				50%	50%	57%	48%	50%	56%
ELA Learning Gains				55%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				47%	50%	53%	44%	46%	48%
Math Achievement				67%	62%	63%	63%	61%	62%
Math Learning Gains				63%	63%	62%	59%	59%	59%
Math Lowest 25th Percentile				40%	52%	51%	53%	48%	47%
Science Achievement				53%	48%	53%	60%	55%	55%

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 data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	51%	2%	58%	-5%
Cohort Comparison						
04	2021					
	2019	41%	52%	-11%	58%	-17%
Cohort Comparison		-53%				
05	2021					
	2019	46%	50%	-4%	56%	-10%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	61%	13%	62%	12%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-74%				
05	2021					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	49%	1%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

IReady Reading (1st & 2nd)
IReady Math (1st & 2nd)
ELA PMA & Math PMA (3rd - 5th)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/22%	32/26%	67/53%
	Economically Disadvantaged	16/20%	14/18%	36/44%
	Students With Disabilities	2/7%	4/14%	12/44%
	English Language Learners	0/0%	1/20%	3/43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/25%	31/25%	62/50%
	Economically Disadvantaged	7/9%	18/23%	34/43%
	Students With Disabilities	5/18%	5/18%	9/33%
	English Language Learners	2/40%	2/40%	2/29%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/26%	56/35%	74/46%
	Economically Disadvantaged	21/21%	28/28%	40/40%
	Students With Disabilities	1/4%	1/4%	4/17%
	English Language Learners	1/11%	0/0%	2/22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51/32%	51/32%	85/53%
	Economically Disadvantaged	11/11%	26/26%	50/50%
	Students With Disabilities	5/22%	5/22%	4/17%
	English Language Learners	1/11%	1/14%	2/22%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/29%	54/39%	48/41%
	Economically Disadvantaged	29/28%	34/35%	30/37%
	Students With Disabilities	5/23%	9/41%	4/24%
	English Language Learners	2/15%	4/31%	5/42%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65/46%	79/56%	69/60%
	Economically Disadvantaged	45/45%	52/53%	41/52%
	Students With Disabilities	7/33%	8/36%	6/35%
	English Language Learners	4/31%	8/57%	7/64%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/28%	80/46%	54/40%
	Economically Disadvantaged	44/37%	58/50%	42/45%
	Students With Disabilities	1/4%	7/27%	3/17%
	English Language Learners	1/7%	2/14%	4/40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72/41%	85/49%	65/48%
	Economically Disadvantaged	44/37%	58/50%	42/45%
	Students With Disabilities	7/27%	6/24%	4/19%
	English Language Learners	5/38%	4/29%	3/30%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55/34%	73/47%	69/51%
	Economically Disadvantaged	31/33%	41/44%	40/51%
	Students With Disabilities	1/5%	5/24#	3/19%
	English Language Learners	1/7%	1/7%	2/15%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46/29%	70/47%	55/41%
	Economically Disadvantaged	25/27%	41/46%	32/40%
	Students With Disabilities	2/9%	2/10%	0/0%
	English Language Learners	4/27%	3/21%	3/23%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/43%	87/57%	75/56%
	Economically Disadvantaged	40/43%	46/51%	41/51%
	Students With Disabilities	3/14%	6/30%	6/35%
	English Language Learners	2/13%	3/21%	1/8%

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 Rate 2019-20	C & C Accel 2019-20
SWD	33	41	46	39	31	13	32				
ELL	31	15		38	46		8				
ASN	62			81							
BLK	35	41	35	45	28	11	30				
HSP	33	36		38	32		29				
MUL	60			67							
WHT	48	45		59	37	18	56				
FRL	40	43	37	49	36	15	37				
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	41	47	62	45	39				
ELL	21	46	46	69	68		60				

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
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				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	72
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	44
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 applicable.

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

For the past few years, we have struggled in the area of ELA in 3rd - 5th grade, really flatlining between 40% - 50% as well as the ELA and Math Gains for the LPQ students. The trend data indicates that these component of our overall data increases or decreases yearly by several points, no consistency or sustainability of student performance or we simply flatline at certain percentages, especially when it comes to ALL in overall performance, but it drastically increases or decreases for LPQs in both CORE areas.

One major contributing factor is that too many students are reading below grade level expectations, which negatively impacts them on a test in which all 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. Although we saw our students' ability to decode and comprehend increase because of the implementation of RMSE, we feel like we have lost ground because of COVID-19, with so many students missing a lot of school, as well as some educators being out because of exposure or having COVID themselves.

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

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. A contributing factor for stagnant and low performance is true implementation of standards based instruction and blended learning performance. The blended learning platform is being underutilized by teachers and many are not effectively using, because they do not use the on time data to develop effective learning paths for all leveled learners. The county implemented a new platform called Freckle for 4th and 5th grade students. The teachers are learning how to implement appropriately and design learning paths to meet the needs of students. Although teachers have become more effective with analyzing and disaggregating data points, developing and implementing learning centers for all leveled learners using iReady Frecklle and the tchr led centers are areas in which we must improve.

As we continue learning about standards in depth through the development of Learning ARCs, this will help us teach standards in depth. We can then assess the learning activities and assessments by the standard to ensure students are completing equivalent learning activities. The LPQ sections for ELA and Math are below 50%, with math only being 16%.

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

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 in this area. 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 SWD's and Blacks and Economically Disadvantaged. The teachers must be intentional in focusing on those students and their points needed to move buckets, to the next level and/or reach proficiency at level 3 or higher. In developing the overall plan, the students must be made aware during Data Chats where they are and where they need to be by year's end to make adequate growth for improvement. We must also continue to use on time data to create learning paths for improvement through small group, blended learning and intervention intervention groups.

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

We did not improve in any area this year for student performance based upon FSA scores. Our students continually made progress through the year based upon district assessments, but this did not equate to improvement on state testing. .

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

The i-Ready and Achieve 3000 Levels of Performance were between Level 1 and Level 2 at the mid-year mark, because ALL were at the lower Level 1 mark at the beginning of the year. Yes, growth throughout the first few months of the school year, but minimal growth at BEST, because learners were growing at a steady rate, but a slower rate than needed to perform well on statewide testing because many were performing at a grade level or more below. The steady progress on blended learning tests and district assessments is based upon providing those needed supports at every grade level, but especially 3rd - 5th with pull-out.

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

In order to accelerate learning and improve in every cell, we must implement quality standards based instruction in every classroom, every day. This should correlate to student improvement on district and state testing. Also, improving in the area of student attendance is important, because many students missed 20 or more days this school year because of COVID - brick and mortar and virtual learners. So, consistently attending school is one of those important factors for improvement. Analyzing and disaggregating data on time data to develop effective centers and intensive groups in which students will receive more one-on-one instruction and support from within and outside the classroom setting.

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

Teachers will receive weekly Common Planning in which the school's Math and Reading Coaches will be analyzing and disaggregating data, implementing Learning ARCs instruction, so teachers are teaching the depth of the standard, supporting the teachers in implementing quality centers, etc.... We have also designed two-hour sessions through WOW Wednesdays for lesson planning to ensure teachers are writing and implementing effective lesson plans for quality core delivery of instruction. Teachers will also become familiar with the Standards Based Walkthrough tool that's used to identify quality standards based planning, instruction and assessments.

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

We will continue the implementation of the 4-Step Process for improvement, Instructional Reviews, and Weekly Walkthroughs from the district. These additional services and learning opportunities will help us develop our teachers, sharpening their skill set through meaningful feedback for teacher improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and 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%. This area/cell dropped 24% from the 2018 - 2019 school year, decreasing from 40% to 16% this past school year. Quick Glance data from the mid-year, Acaletics and Small Group Intervention indicated there would be an increase in student performance - spotty at best for most of our 5th graders. This is a major focus for this school year, because it has steadily decreased the last 3 years we have taken the FSA.
Measurable Outcome:	If we implement intentionally focused, strategic instructional plans based on current data points at each grade level, Utilize Acaletics in all 3 - 5 classrooms with fidelity, and Implement FRECKLE with fidelity in grades 4 and 5, then we will improve in this area from 40% to 50% on this year's FSA.
Monitoring:	This area of focus will be measured in several ways: - Classroom Walkthroughs (district and school-based) - Informals and Formals with meaningful feedback provided - Quick Glance Data from district assessments - Blended Learning Platforms (Students' performance - fall, winter and spring) - End of the Year Blended Learning for KG - 2 and FSA Performance for 3rd - 5th
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Implementation of Acaletics, supplementary program to the CORE Assigned Paraprofessionals working with small groups during the Center Rotations Tutors from local college (Approximately 2 - 3 a semester) Math Coach After-School Tutoring using a strategy based focus Implement Math Technology Blended Learning Platforms and Software (iReady & Freckle) to strengthen basic facts, test taking skills and stds aligned leveled questions according to students' learning paths during center rotations. Technology Hardware - Laptops, Interactive Monitors and printer to embed within instructional lessons and data printed data reports to use in developing individualized student centers that are data-driven. The laptops will replaced depleted laptops to increase blended learning time in Freckle, iReady and/or Achieve 3000
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 blended learning platforms. We will also purchase and utilize math ancillary materials, in which to use during centers and small group intensive instruction. The Math Coach will provide Common Planning for teachers, to develop their skill set to deliver quality, intentional instruction to ALL leveled learners, especially the LPQ's. Teachers will be given a survey, as to ascertain the PD needed for their development - Teacher Voice, and data will be utilized to determine PD needs, also. Tutoring will be offered for lower level learners, as determined by their previous FSA score and current data points.
Action Steps to Implement	

1. Implement Acaletics, strategically placing students in leveled groups to receive instruction at least 20 - 30 minutes on a daily basis.
2. Select Paraprofessionals will be working with students on a daily basis during Center Time, intensive, small group instruction.
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. She will also develop her CP agendas that are focused on lesson planning Learning ARCs and analyzing and disaggregating data for improvement.
4. The Math Coach and Admin will monitor and provide support to teachers based on walkthroughs, informals and annual evaluations. They will provide feedback to teachers, so teachers can utilize and implement next steps for improvement.
5. Employ the use of new student laptops to increase student time on blended learning platforms, utilize interactive monitors for classroom student presentations that correlate to our magnet theme, with teachers also using these monitors for daily instructional presentations that are more engaging than teacher lecture.

Person Responsible Todd Simpson (simpsont@duvalschools.org)

1. We will also hire a Parent Liaison using Title One dollars to build relationships and EMPOWER parents to effectively help their children in the home setting. Through this connection, she will also connect them to resources outside the school to support them, so they can support their child, i.e. Instructional Nights, Parent Conference Strategies, Provide Info for Resources in and outside the District, etc...., which provides them the added support needed to help their child in the home-setting.

Person Responsible Kendra Melendez (melendezk@duvalschools.org)

#2. Other specifically relating to Implementation of Standards Based Instruction (ELA)	
Area of Focus Description and 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 42%, lower than the district, and the gains remain between 40% - 45%. This was a slight decrease from the 18' - 19'. The Gains and LPQ Gains were lower than the district and the state, and this is also becoming a trend in our school's data.
Measurable Outcome:	If we implement rigorous, quality standards based instruction in every classroom, every day, and utilize current data and on-time data throughout the year, then achievement will improve in ELA Achievement from 42% to 50%, ELA Gains from 44% to 50% and ELA LPQ Gains from 39% to 50% on the FSA for ALL 3rd - 5th grade students.
Monitoring:	This area of focus will be measured in several ways: - Classroom Walkthroughs (district and school-based) - Informals and Formals with meaningful feedback provided - Quick Glance Data from district assessments - Blended Learning Platforms (Students' performance - fall, winter and spring) - End of the Year Blended Learning for KG - 2 and FSA Performance for 3rd - 5th
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	- Reading Coach supporting ALL grade levels for implementation of CORE - Part-Time Reading Interventionist to support LPQs - Paraprofessionals working with individual students and one-on-ones - RMSE, LLI Kits (All Levels), Barton, reading materials, etc... - After-School Tutoring - Media Specialist (50% from Title One) - Implement stds based aligned instruction - Grade Level technology platform software that's aligned to the level of Achieve 3000 and said grade level standards (aligned learning activities at all ALD level of 3 or higher). - Technology Hardware - Laptops, Interactive Monitors and printer to embed within instructional lessons and data printed data reports to use in developing individualized student centers that are data-driven. The laptops will replaced depleted laptops to increase blended learning time in Freckle, iReady and/or Achieve 3000
Rationale for Evidence-based Strategy:	The Reading Coach will be utilized to support teachers in designing, monitoring and assessing quality standards based instruction, as to improve overall student achievement in this area. 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 Paras 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 standards based instruction that correlates to what's being taught in the classroom setting.

Action Steps to Implement

1. 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 standards based lessons to implement in the classroom setting.

2. Utilize ancillary and technology software materials during centers and intensive small groups to meet the individual needs of students, to help them improve from ALD levels 1 and 2 to at least a level 3 - lowest level of FSA performance. These blended learning paths correlate to the instruction taught during CORE and teacher led groups.

3. Funds will be utilized to secure additional classroom teachers or paras to support improving student achievement through class size amendment and/or tutoring using rigorous standards based lessons within the classroom setting.

4. Employ the use of new student laptops to increase student time on blended learning platforms, utilize interactive monitors for classroom student presentations that correlate to our magnet theme, with teachers also using these monitors for daily instructional presentations that are more engaging than teacher lecture.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	According to the school's 5-Essentials data, we consistently ranked low in student safety. This indicator's trend data remains between 10 - 20% (very weak), as rated by our school's 5th graders. Therefore, we will focus on this area under Supportive Environment for overall school culture improvement.
Measurable Outcome:	At least 50% or more of our 5th graders will score safety at the strong level or higher, after having implemented action steps for improvement.
Monitoring:	We will monitor the implementation of evidence base said strategies through classroom visits, decreased student referrals, ongoing counselor interactions with individual students and small groups, and increased student participation in monthly character activities embedded within the classroom setting.
Person responsible for monitoring outcome:	Melissa Bell (bellm2@duvalschools.org)
Evidence-based Strategy:	Calm Classrooms

Character Education

Child Safety Matters

Harmony

Social Emotional Learning Strategies via Westside Full Service Counselor |
| **Rationale for Evidence-based Strategy:** | These strategies will be implemented school wide as to develop a safe and supportive environment at every grade level, in every classroom. The students will learn to monitor their own behavior and how they respond to different incidents. These strategies will provide them tools to take care of their emotional and mental health, which will positively impact the entire school community. |

Action Steps to Implement

Develop our counseling program to include more individual and group counseling for students with ongoing behavior issues.
Implement and Review the Guidelines of Success and the Behavior Expectations for areas outside the classroom, i.e. bathrooms, playground and in he cafeteria.
Students will learn bathroom, hallways, cafeteria, and playground protocols for proper behavior
Cultivate a caring and positive environment through positive reinforcement strategies
Implement Calm Classroom on a daily basis in every classroom
Tchr & Westside Full Service Counselor implements relationship building activities to develop bonds with students so they can become more trustworthy.

Person Responsible	Melissa Bell (bellm2@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

The number of incidents decreased drastically this year for a few reasons. First of all, we had 200 less students on campus due to COVID-19 (virtual schooling). However, we did see an increase in online offences, but most were lower-level 2's (bullying). These incidents were addressed with parents immediately, and they decreased throughout the year. Onsite, we implemented a quality CALM CLASSROOM social emotional learning program this year, which empowered our students to monitor their actions, behaviors. It taught them techniques to de-escalate misbehaviors in and outside the classroom. Our school counselor also met with students individually and in small groups for counseling. She taught them coping strategies, self regulation strategies and conflict resolution. The number of Class II referrals decreased, which our data indicated - 0.6 incidents per 100 students - moderate on the spectrum for incidents. We have already begun problem solving for lower level Class I offences in the classroom setting. This will be a working piece throughout the year for the entire school.

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.

We continually build a positive environment by providing an open an inviting school environment to all our stakeholders through nightly learning activities, participation in PTA, SAC, Volunteerism throughout the school and monthly planned activities through our Parent Resource Room, in which the Parent Liaison operates for our school. We provide monthly activities to educate and empower our parents, which include resource offerings, nightly activities and activities provided by the district to support our parents in the home setting, which are held in the AM and PM. We also conduct activities off campus to build community by working with our faith based partners, especially RISE Church. We conduct at least two events each year off site, as to build community with our students from all of our neighborhoods. We also conduct a winter carnival in which we not only connect with our school community, but we invite all our business partners and faith based partners to be a part of the event. These activities allow us to build COMMUNITY between school, neighborhood business partners and faith based partnerships.

This is Year II for the implementation of Calm Classrooms at every grade level. We will be strengthening our monthly Character Education program, also. The AP will build this program with more student and parent involvement. This will continually build a positive environment within the building, as our students will

not only recognize their behavior, but they will be empowered to make better choices. which will positively impact student behavior and interactions in and outside of CSE.

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

Everyone is responsible for developing a positive school culture at Crystal Springs Elementary. This includes, but isn't limited to the Administration, Faculty, Support Staff, Parents and Students. We have also garnered the support of our Faith Based Partners to help us develop this culture through incentives, mentoring and becoming members of our PTA and SAC. No one is left out of the equation, because it takes everyone to make our GOOD school a GREAT school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Other: Implementation of Standards Based Instruction (ELA)	$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	$0.00
		Total:	$0.00