

Columbia County School District

Five Points Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	26
Budget to Support Goals	27

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: 6/6/2019

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
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* 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%)
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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	27

Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

<http://fpe.columbiak12.com/>

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	44%

School Grades History

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

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SIP Authority

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<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	Position Title	Job Duties and Responsibilities
Lashley, Tom	Principal	<p>Mr. Lashley works to develop a plan for teaching and learning in the school alongside the teachers, students, and all stakeholders.</p> <p>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.</p>
Cannon, Rex	Curriculum Resource Teacher	<p>Mr. Cannon works as the Curriculum Resource Teacher at Five Points Elementary. As a part of his duties, Mr. Cannon maintains resources for Parents to check out to use at home in the Parent Resource Room. Mr. Cannon is also the school's Volunteer Coordinator and Title I Coordinator.</p>
Adkins, Meredith	Instructional Coach	<p>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.</p>
Mullins, Thayla	Other	<p>As the Behavior Resource Teacher, Mrs. Mullins works with students and teachers to ensure that the learning environment is as free of behavior issues as possible. Mrs. Mullins's work begins with relationship development, moves to problem-solving, management system development and data analysis.</p>
Staats, Pam	School Counselor	<p>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.</p>

Demographic Information

Principal start date

Thursday 6/6/2019, 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

32

Total number of students enrolled at the school

374

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

7

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

3

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	67	72	61	67	52	55	0	0	0	0	0	0	0	374
Attendance below 90 percent	22	22	26	18	20	11	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	7	6	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	11	11	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	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	0	4	4	17	10	6	0	0	0	0	0	0	0	41
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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	12	8	1	13	3	0	0	0	0	0	0	0	0	37
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Students retained two or more times	0	1	0	6	3	2	0	0	0	0	0	0	0	12
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Date this data was collected or last updated

Wednesday 8/25/2021

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

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				56%	60%	57%	44%	53%	56%
ELA Learning Gains				57%	60%	58%	40%	51%	55%
ELA Lowest 25th Percentile				58%	67%	53%	50%	46%	48%
Math Achievement				58%	66%	63%	55%	67%	62%
Math Learning Gains				46%	61%	62%	59%	63%	59%
Math Lowest 25th Percentile				45%	50%	51%	59%	57%	47%
Science Achievement				41%	55%	53%	51%	57%	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	73%	68%	5%	58%	15%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-73%				
05	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	70%	4%	62%	12%
Cohort Comparison						
04	2021					
	2019	55%	64%	-9%	64%	-9%
Cohort Comparison		-74%				
05	2021					
	2019	38%	65%	-27%	60%	-22%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	59%	-19%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

In grades K-5th for Math and Reading we use I-Ready as our progress monitoring tool.

For 5th grade Science we use Performance Matters Science Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	33%	63%
	Economically Disadvantaged	4%	28%	48%
	Students With Disabilities	0%	20%	75%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	18%	57%
	Economically Disadvantaged	4%	9%	41%
	Students With Disabilities	20%	20%	75%
	English Language Learners	0%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	51%	65%
	Economically Disadvantaged	17%	47%	59%
	Students With Disabilities	13%	13%	13%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	32%	60%
	Economically Disadvantaged	11%	32%	55%
	Students With Disabilities	0%	13%	29%
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	57%	67%
	Economically Disadvantaged	35%	48%	59%
	Students With Disabilities	0%	8%	31%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	24%	59%
	Economically Disadvantaged	2%	15%	52%
	Students With Disabilities	0%	7%	17%
	English Language Learners	N/A	N/A	N/A
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	42%	54%
	Economically Disadvantaged	40%	43%	57%
	Students With Disabilities	14%	14%	25%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	31%	65%
	Economically Disadvantaged	3%	23%	73%
	Students With Disabilities	0%	14%	38%
	English Language Learners	N/A	N/A	N/A

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		22%	27%	41%
	Economically Disadvantaged		18%	22%	42%
	Students With Disabilities		0%	9%	17%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		10%	31%	53%
	Economically Disadvantaged		8%	31%	49%
	Students With Disabilities		0%	36%	33%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		7%	N/A	18%
	Economically Disadvantaged		4%	N/A	15%
	Students With Disabilities		0%	N/A	0%
	English Language Learners		0%	N/A	0%
		Number/% Proficiency	Fall	Winter	Spring

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	17	27		24	18		10				
BLK	40	47		28	13		21				
HSP	57			64							
MUL	32	20		42	20		30				
WHT	57	42	40	50	23		38				
FRL	45	33	50	41	19	8	24				
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				

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
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				

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	235
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Native American Students	
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?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	42
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	31
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?

Several trends have emerged across the last two years of data. First, absenteeism is much larger than before and has affected most subgroups in the school. Math is still consistently below ELA in terms of both growth and proficiency for all subgroups. Science dropped for the third consecutive year with the testing for 5th grade FCAT, and the biggest drops are in the Economically Disadvantaged subgroup, and they make up a large percentage of the population.

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

In progress monitoring, Economically Disadvantaged students average about ten percentage points lower growth in all grades in math (average of 20% vs 30%), and in ELA the numbers were similar (average of about 12% vs 30%) for growth. In Science, all groups were disparate in terms of drops (about 13%), over the previous year and well below both state and district averages for proficiency. Fluency and phonics were areas that were particularly hard hit in the early grades.

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 largest factor that we can target came from a huge increase in absenteeism tied to the Covid pandemic. We had over double the number of children with 10+ days out as well as the same jump in students with 20+ days out. Additionally, many parents opted for the virtual school option for at least a 9 weeks during the year, and when those students came back in they were further behind than their counterparts here at school. When you add that to the lost time from the previous year (sent home the last 9 weeks), there are serious learning gaps to make up for many students. This year we have hired intervention teachers and tutors in math and ELA to pull students weekly in order to remediate phonics, math facts, and other key factors to regain their growth and proficiency.

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

Writing scores within the ELA FSA assessment went up, to an average of just over 6/10 points per assessment, which helped raise proficiency for most students in that test. In 4th grade, the students improved over the previous cohort in both areas of FSA, and their IReady growth improved over previous years, as well. Science assessments are now a combination of those already present on Performance Matters, as well as materials from Broward County and a new analysis tool from NEFEC on that assessment and questions. Also, we have Discovery Ed for the entire district which has resources that have helped.

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

Science assessments are now a combination of those already present on Performance Matters, as well as materials from Broward County and a new analysis tool from NEFEC on that assessment and questions. Also, we have Discovery Ed for the entire district which has resources that have helped. We have also used funds from Title I to hire a tutor for remediation in ELA and have two Reading Resource teachers that are doing pullouts for LLI this year in all grades. We also have revamped support schedules to provide more small group time in all grades, with Special Area teachers utilizing a "dead" period at the end of the day to go to classes and help with phonics instruction.

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

Coordination of homework help in 21st Century After School program with in the day classes, use of the tutors and reading resource teachers mentioned above, restructuring of para schedules and inclusion teacher schedules to provide more small group and differentiation time daily, and improved usage of iReady, Performance Matters, and Discovery Ed to bring better learning tools to students. We have also initiated a "knowledge block" based on the research of Natalie Wexler and others, with thematic units designed to cover areas that are left out by parents and teachers with new curricula, and using CoreKnowledge materials used by schools nationwide. The teachers will interface with leadership twice per month to build data baseball cards, and to make decisions regarding small group and differentiation strategies. Finally, return to use of Standards Mastery weekly with ELA and Math to upgrade rigor in the classrooms with the evaluative portion of teaching pedagogy.

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.

All during the summer preceding this school year, we worked on PD with teachers for the new BEST standards, curriculum maps, our changes in knowledge block research, including PDs with company reps for Wonders textbook series that was adopted by the district, and iReady training that is ongoing each year. FDLRS, which is now in our district offices as an agent of NEFEC, has training for our self contained ESE with MELD boards and other assistive technology for non-verbal students. They will be working with the teachers as the year unfolds. Also, NEFEC provides PD opportunities for the teachers seeking to pass the Reading Endorsement now mandated by the state for re-upping certificates by 2024. UF also will provide classes in lieu of taking the certification test only, and we publish all of that to teachers regularly. At our school, we are doing training regarding the new BEST math standards, and we have three part series for that as well as training for Google classroom both last year and this year.

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

We are using a combination of revamped ESSA and other COVID funding, as well as a revamped Title I budget, to bring additional resources to bear in Five Points Elementary over the next year. We have (or are hiring) hired additional tutors in reading, math, and regained some support positions in paraprofessionals and inclusion that we had lost due to lost FTE in the Covid period. We are working to build more efficient schedules all the time for our support staff, special area teachers, and others to go into classrooms and help with small group and differentiating instruction for students daily.

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.

Monitoring: We will be using Performance Matters and I-Ready to help monitor student achievement.

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.

Monitoring: We will be using Performance Matters and I-Ready to help monitor student achievement.

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.
Monitoring:	We will be using Performance Matters and I-Ready to help monitor student achievement.
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. Culture & Environment specifically relating to Parent Involvement

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 2021-2022 school year, proficiency in ELA, Math, and Science will increase by 10% as compared to the 2020-2021 FSA results through the implementation of the Parent and Family Engagement Plan.

Monitoring: This will be monitored through our Parent Family Engagement Plan.

Person responsible for monitoring outcome: Rex Cannon (cannonr@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 Rex Cannon (cannonr@columbiak12.com)

Have a monthly Family Reading Night to help with reading comprehension skills and get more parents on campus.

Person Responsible Rex Cannon (cannonr@columbiak12.com)

Have FSA Nights to help parent correlate FSA to our monitoring programs.

Person Responsible Rex Cannon (cannonr@columbiak12.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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 discipline data of Five Points Elementary compared to the state is significantly lower by a little over 50%. Our biggest area of concern according to previous data is insubordination and hitting which leads to suspension. During the 2021-2022 school year Five Points' goal is to reduce these disciplinary incidents by implementing CHAMPS Positive Behavioral Intervention Supports as well as Restorative Practices. With these interventions, a preventative approach will be applied when responding to behavioral issues in order to improve school safety and promote positive behavior.

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.

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.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$241,104.70
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	150-Aides	0091 - Five Points Elementary School	Title, I Part A	1.75	\$48,878.63	
<i>Notes: Paraprofessionals</i>						
5100	160-Other Support Personnel	0091 - Five Points Elementary School	Title, I Part A	0.0	\$4,819.71	
<i>Notes: Tutor Salary. This tutor is used to enhance student achievement with small group intervention.</i>						
5100	369-Technology-Related Rentals	0091 - Five Points Elementary School	Title, I Part A	2.0	\$2,800.00	
<i>Notes: Rentals-Copier</i>						
5100	369-Technology-Related Rentals	0091 - Five Points Elementary School	Title, I Part A	0.0	\$17,542.50	
<i>Notes: Rentals-Software Licenses I-Ready Reading Eggs</i>						
5100	510-Supplies	0091 - Five Points Elementary School	Title, I Part A	0.0	\$3,903.51	
<i>Notes: General Materials and Supplies.</i>						
6300	130-Other Certified Instructional Personnel	0091 - Five Points Elementary School	Title, I Part A	1.0	\$64,134.81	
<i>Notes: Curriculum Resource Teacher</i>						
6400	330-Travel	0091 - Five Points Elementary School	Title, I Part A	0.0	\$998.00	
<i>Notes: This portion was used to provide funds to teacher for travel in order for them to attend professional development opportunities.</i>						
7730	330-Travel	0091 - Five Points Elementary School	Title, I Part A	0.0	\$701.00	
<i>Notes: This portion will be used for Administrators to attend professional development opportunities.</i>						
6300	130-Other Certified Instructional Personnel	0091 - Five Points Elementary School	Title, I Part A	1.0	\$65,685.44	
<i>Notes: Behavior Resource Teacher</i>						
5100	510-Supplies	0091 - Five Points Elementary School	Title, I Part A	0.0	\$14,812.45	
<i>Notes: Saxon Phonics Handwriting Without Tears</i>						
6400	130-Other Certified Instructional Personnel	0091 - Five Points Elementary School	Title, I Part A	0.25	\$16,828.65	

						<i>Notes: Instructional Coach</i>
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$12,959.58
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	160-Other Support Personnel	0091 - Five Points Elementary School	Title, I Part A	0.25	\$7,016.58
						<i>Notes: Parent and Family Engagement Paraprofessional</i>
	6150	510-Supplies	0091 - Five Points Elementary School	Title, I Part A	0.0	\$5,593.00
						<i>Notes: Materials and supplies to conduct parent and family engagement activities and facilitate two-way communication with parents.</i>
	6150	519-Technology-Related Supplies	0091 - Five Points Elementary School	Title, I Part A	0.0	\$350.00
					Total:	\$254,064.28