The Children's Reading Center

2022-23 Schoolwide Improvement Plan

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The Children's Reading Center

7901 SAINT JOHNS AVE, Palatka, FL 32177

www.putnamschools.org/o/crccs

Demographics

Principal: Jacqueline England

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (80%) 2018-19: A (70%) 2017-18: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

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.](http://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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-6	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	39%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school mission is that all adults work together to promote high levels of learning for all students in a caring, respectful, and disciplined environment.

Provide the school's vision statement.

Our vision is that all children learn to their highest potential in a caring, disciplined environment that has high expectations for all children, in order for them to become productive citizens of our society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
England, Jacqueline	Principal	My duties include leadership for the entire school, ESE coordinator, curriculum and instruction.

Demographic Information

Principal start date
Friday 7/1/2016, Jacqueline England

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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
16

Total number of students enrolled at the school
260

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	40	44	34	41	31	34	14	0	0	0	0	0	0	238
Attendance below 90 percent	7	8	8	2	4	5	8	0	0	0	0	0	0	42
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	1	3	2	0	1	2	2	0	0	0	0	0	0	11
Course failure in Math	1	2	0	2	2	2	4	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	0	2	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	1	2	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	4	6	4	9	2	3	1	0	0	0	0	0	0	29

Using the table above, complete the table below with the number of students by current grade level who have 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	3	2	0	2	2	2	0	0	0	0	0	0	12

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Monday 8/29/2022

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	40	44	34	41	31	36	16	0	0	0	0	0	0	242
Attendance below 90 percent	2	4	5	6	4	4	4	0	0	0	0	0	0	29
One or more suspensions	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	2	5	1	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	2	2	3	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	1	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	1	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	10	2	1	3	4	1	0	0	0	0	0	0	21

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	0	1	0	3	2	2	0	0	0	0	0	0	8

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	4	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	40	44	34	41	31	36	16	0	0	0	0	0	0	242
Attendance below 90 percent	2	4	5	6	4	4	4	0	0	0	0	0	0	29
One or more suspensions	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	2	5	1	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	2	2	3	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	1	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	1	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	10	2	1	3	4	1	0	0	0	0	0	0	21

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students with two or more indicators	0	0	1	0	3	2	2	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Retained Students: Current Year	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	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 (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	43%	56%				72%	46%	57%
ELA Learning Gains	77%						72%	55%	58%
ELA Lowest 25th Percentile	83%						60%	54%	53%
Math Achievement	85%	47%	50%				82%	51%	63%
Math Learning Gains	83%						76%	56%	62%
Math Lowest 25th Percentile	72%						65%	43%	51%
Science Achievement	82%	45%	59%				62%	41%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	41%	30%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	76%	43%	33%	58%	18%
Cohort Comparison		-71%				
05	2022					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	69%	42%	27%	56%	13%
Cohort Comparison		-76%				
06	2022					
	2019					
Cohort Comparison		-69%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	46%	28%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	78%	53%	25%	64%	14%
Cohort Comparison		-74%				
05	2022					
	2019	93%	44%	49%	60%	33%
Cohort Comparison		-78%				
06	2022					
	2019					
Cohort Comparison		-93%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	62%	38%	24%	53%	9%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-62%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	73	90		60	100						
BLK	63	74		67	63						
WHT	79	80	83	91	90		91				
FRL	71	82		79	76	70	88				

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
BLK	64			60							
WHT	78	76		90	90		71				
FRL	78	57		78	79		80				

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	28	40	42	52	65						
BLK	53	59		60	68	60					
MUL	73			73							
WHT	78	76	73	90	80		56				
FRL	73	71	54	79	69	69	58				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	81
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	86
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	78
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

It is apparent that our African American often score lower on the FSA and FCAT. We are trying to alleviate the discrepancy by pulling fluid small groups by need.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

During our 2022 school year, 48% of our kindergarteners were on-grade level for reading and 60% of our second graders were on-grade level. We would like to improve on these two grade levels by increasing both grade level reading scores to 70% accuracy by the end of the 2022-2023 school year. That means 70% of kindergarteners will have a Developmental Reading Assessment score of at least 4 and 70% of second graders will have a DRA score of at least 18.

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

End of year reading assessment was the contributing factor for the need to improve kindergarten and second grade reading competency. Both grade levels will pull small groups daily to address the needs of individual children. The reading coach will spend extra time in these two grade levels and pull small groups along side of the teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our biggest improvement in the 2021-2022 school year was on FCAT science. In the 2020-2021 school year, 64% of our fifth graders passed the science FCAT. in the 2021-2022 school year. 82% of our fifth graders passed the Science FCAT.

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

We were able to improve our science instruction by ramping up our science lab curriculum to cover science topics more deeply in grades K-5.

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

We will continue to work with all children K-6 in order to serve the needs of all of our children.

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.

We have a couple of trainings a year to make sure we are accelerating all children. These trainings are presented by our academic coaches.

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

Small groups will be conducted in all grade levels in all subjects to continue improvement over the years.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This year we will be focusing on increasing the knowledge of kindergarten and second grade students in the area of reading. This conclusion was made due to scores on the end of year assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our plan is to have 70% of kindergarten and second grade students on-grade level in reading for the 2022-2023 school year. If we deliver targeted intervention based on FAST and other progress monitoring, then teachers will identify specific skill deficits and can pull small groups for targeted remediation. By the final FAST, 70% of our students will score level 3 or higher as a result of core instruction and the targeted remediation.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Children will be given running records every two weeks, and a Developmental Reading Assessment will be given in December and May to each child. We will also use tests 1 and 2 of the FAST to drive our instruction.
Person responsible for monitoring outcome:	Jacqueline England (jengland@my.putnamschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use the information learned through children's DRAs, running records, and FAST results to drive instruction concentrating on each child's area of need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By analyzing DRAs, running records, and FAST results, we can drive instruction, educating our children to their fullest potential. Student data is a necessity in educating children in order to increase their knowledge.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Kindergarten and second grade teachers will pull small groups daily. Our reading coach will work with kindergarten teachers and children to be sure all children are making progress.

Person Responsible   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our school uses the district curriculum, Caring School Communities, to help build character in our school. We also use a positive behavior ladder to help children correct behaviors in the classroom. If a child has acceptable behaviors during the school week, they are invited to participate in Fun Friday, which is a time when children can participate in fun activities. We send letters home to our parents often to keep them informed not only of the school's information, but about their children. Rocket Reader days are recognized monthly, when children who meet the criteria can wear other clothes other than their uniforms.

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

Monthly meetings with parents are planned to involve them in an organized, ongoing, and timely manner in the planning, review and improvement of our school academic and Title I programs including involvement in the decision regarding how funds for parental involvement are used. The school also provides support for parental involvement activities, which include a Title I program; Math/Literacy Night; PIDAC participation; and Project Praise. We have an open door policy.