

Columbia County School District

# Five Points Elementary School



2022-23 Schoolwide Improvement Plan

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## Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

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

### Demographics

**Principal: Keen Brandi**

Start Date for this Principal: 6/6/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (51%) 2018-19: C (52%) 2017-18: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

## 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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## Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

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

### School Board Approval

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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**

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

## Demographic Information

### Principal start date

Thursday 6/6/2019, Keen Brandi

**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.*

0

**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.*

7

**Total number of teacher positions allocated to the school**

28

**Total number of students enrolled at the school**

364

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

7

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

5

**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	67	61	74	53	58	51	0	0	0	0	0	0	0	364
Attendance below 90 percent	12	18	18	5	15	17	0	0	0	0	0	0	0	85
One or more suspensions	0	1	8	5	7	7	0	0	0	0	0	0	0	28
Course failure in ELA	0	4	9	4	6	4	0	0	0	0	0	0	0	27
Course failure in Math	0	0	2	1	7	4	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	12	11	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	9	13	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	2	3	0	0	3	0	0	0	0	0	0	0	0	8

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	1	8	3	13	13	0	0	0	0	0	0	0	39

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	12	6	5	6	2	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	4	3	7	4	0	0	0	0	0	0	0	18

**Date this data was collected or last updated**

Monday 9/19/2022

**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	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

**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
Students retained two or more times	0	1	0	6	3	2	0	0	0	0	0	0	0	12

**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	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

**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
Students retained two or more times	0	1	0	6	3	2	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	58%	56%				56%	60%	57%
ELA Learning Gains	50%						57%	60%	58%
ELA Lowest 25th Percentile	58%						58%	67%	53%
Math Achievement	56%	55%	50%				58%	66%	63%
Math Learning Gains	54%						46%	61%	62%
Math Lowest 25th Percentile	50%						45%	50%	51%
Science Achievement	38%	67%	59%				41%	55%	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	73%	68%	5%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-73%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-45%				

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%	70%	4%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	55%	64%	-9%	64%	-9%
Cohort Comparison		-74%				
05	2022					
	2019	38%	65%	-27%	60%	-22%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	59%	-19%	53%	-13%
Cohort Comparison						

**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	29	47		33	59						
BLK	44	54		41	54		36				
HSP	64	38		67	38						
MUL	53			59							
WHT	45	47	46	59	57	46	35				
FRL	44	46	61	54	58	50	31				

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				
FRL	52	55	59	54	47	43	33				

**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	51
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	354
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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

English Language Learners	
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	46
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	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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

## 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?

We made larger gains in math than ELA for last year, and showed remarkable consistency of growth for our subgroups compared to our students who weren't in subgroups. Essentially their performance was very similar, and except for 3rd grade ELA and 5th grade ELA (where black males were lower), all subgroups were similar in performance to the whole of the school. Five Points is not CS&I or TS&I, with no subgroups below 41% on the federal index, and are the only school in Columbia that is not an A school to do so. This means that our subgroups perform very similarly to our overall population, indicating core instruction is differentiated for all students fairly and accurately.

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

ELA, due to COVID and time off, has affected certain grade levels (current second graders), because of time missed during critical learning periods for early reading skills. We, as a RAISE school, have implemented an intervention program for all grades, wherein changes in the master schedule have built in times daily for intervention groups, and we have hired tutors, and additional paras to also push in to classes and assist in remediation.

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

We, as a RAISE school, have implemented an intervention program for all grades, wherein changes in the master schedule have built in times daily for intervention groups, and we have hired tutors, and additional paras to also push in to classes and assist in remediation. We also are working with a consultant, and a principal advisor from the district office in biweekly grade level data assessment meetings, to monitor progress monitoring and other data points closely. This helps teachers to make good decisions about who is in intervention groups (by standards), and how we group students for both Core instruction and the intervention groups

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

Math growth for all students was 34% higher than the year before (54%), and for bottom quartile it was 36% higher than the year before (50%). ELA gains were 11% higher than the year before (50%), and ELA bottom quartile growth was 18% higher (58%), which were excellent as well. We feel this growth has our students emerging from issues stemming from COVID and its aftermath from absenteeism and other factors that our students have had to deal with, and that our performance is improving rapidly.

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

Five Points is not CS&I or TS&I, with no subgroups below 41% on the federal index, and are the only school in Columbia that is not an A school to do so. This means that our subgroups perform very similarly to our overall population, indicating core instruction is differentiated for all students fairly and accurately. We hired additional tutors and paras to make sure that we push in to classrooms as well as put in the targeted intervention program mentioned previously.

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

The premise of our intervention program is to dedicate time daily in math and ELA for interventions wherein students are grouped accurately by standards performance, and monitored weekly in those areas during intervention (pre and post testing). This means that students receive only standards that are at or above grade levels in core instruction, and that all remediation occurs within the times for intervention. In short, the teachers demand higher rigor during core, while maintaining a daily schedule with more time also for interventions with push ins by staff to help ensure we manage intervention time effectively.

**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.**

As a RAISE school, we have additional funds and staff to assist teachers, we are partnered with an outside consultant and a School Principal Facilitator to work with the lead team and classroom teachers in order that we can implement the changes to the master schedule and the intervention groups, as well as track data more efficiently and also our CRT and Instructional Coach are working with the district to do in-services and PLCs related to the new curriculum adoptions and standards that the state has put in place in back to back years. We are receiving district assistance in these areas as well.

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

We feel that the additional staff, inservices, tutors, and all other factors- as well as help from district resources and trainings will render us able to continue growth in the future, and that the intervention programs will assist that growth being sustainable in the future.

**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**

<p><b>Area of Focus Description and Rationale:</b>  <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>	<p>Five Points Elementary will improve student achievement in the area of ELA by 10%. Although ELA increased across the board, improvement is still needed in phonics and vocabulary. Focus will be on a new intervention schedule where students are moved as they pre and post test on individual standards, and where time is built into the master schedule to do interventions daily.</p>
<p><b>Measurable Outcome:</b>  <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p>	<p>Five Points 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, as well as the new intervention schedule mentioned earlier.</p>
<p><b>Monitoring:</b>  <b>Describe how this Area of Focus will be monitored for the desired outcome.</b></p>	<p>We will be using Standards Mastery, STAR Early Literacy and Math, and I-Ready to help monitor student achievement.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Tom Lashley (lashleyt@columbiak12.com)</p>
<p><b>Evidence-based Strategy:</b>  <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b></p>	<p>Teachers will monitor all sources of formative data and will adjust paths and intervention schedules for students who are in the lower, mid and upper tiers of performance.                      i-Ready - Strong ESSA Evidence                      Study Island - Moderate ESSA Evidence                      AR - Promising ESSA Evidence                      LLI - Strong ESSA Evidence                      Small Group Instruction - Hattie</p>
<p><b>Rationale for Evidence-based Strategy:</b>  <b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b></p>	<p>Current data shows 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. Many of these skills are below grade level skills for students, and having dedicated intervention times daily will remedy the problem.</p>

**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.

Provide web-based software (i-Ready and Accelerated Reader) that provides individualized instruction for every student in Reading who is bottom quartile. Also use Study Island and LLI for this as well, with dedicated tutors pushing into classrooms for remediation.

**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. Also purchase additional AR library for classrooms with Title I funds.

**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)

Incorporate Four Week Coaching Cycle / Data PLC during grade level meetings each Thursday of the school year during teacher planning times. working with district Principal Lead, Sonya Judkins, and consultant Rex Mitchell for the intervention groups and data.

**Person Responsible** Tom Lashley (lashleyt@columbiak12.com)

**#2. Instructional Practice specifically relating to Math****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Five Points Elementary will improve student achievement in the area of Math by 10%. The overall Math growth decreased for all tested grades. Approximately 40% 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. Growth was much better for 21-22 than previous year, but needs to be sustained. Data also indicates that upper-level instruction did not keep pace with the interventions for lower-level students.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Five point will decrease the number of students who are proficient in Math but did not show growth by 10% through focusing on a new intervention schedule with pre and post testing that will be monitored by teachers, the lead team, and by district assistance and support.

**Monitoring:****Describe how**

**this Area of Focus will be monitored for the desired outcome.**

We will be using Standards Mastery and I-Ready to help monitor student achievement.

**Person**

**responsible for monitoring outcome:**

Tom Lashley (lashleyt@columbiak12.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will monitor formative data and will adjust paths and intervention placements for students who are in the lower, mid and upper tiers of performance. Additionally, these student will have more work that focuses on math facts and fluency during intervention classes.  
i-Ready - Strong ESSA Evidence  
Study Island - Moderate ESSA Evidence  
Do the Math - Moderate ESSA Evidence

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

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. This will be remedied by intervention schedule and the fact that during core instruction teachers no longer do small group work that is below grade level standards.

**selecting this strategy.**

**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.

Provide web-based software (iReady Standards Mastery) that provides individualized instruction for every student in math. Addition of programs like Freckle in tech lab for students to work on math fluency as well.

**Person Responsible** Tom Lashley (lashleyt@columbiak12.com)

Provide supplemental materials such as I-ready and Study Island 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)

Incorporate Four Week Coaching Cycle / Data PLC during grade level meetings each Thursday of the school year during teacher planning times, as well as aforementioned help from district consultant and School Principal Lead for two week coaching meetings with grade levels.

**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%.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Science performance gained 8% percentage points as measured by the 2021-22 Grade 5 Statewide Science Assessment. The percentage increased from 30% to 38%. This was the third lowest in the district but a marked increase in an area that had dropped for 4 consecutive years.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** By the end of the 2022-23 school year, proficiency in Science will increase by 10% as compared to the 2021-22 Florida Science Assessment through scheduling additional support and the use of Study Island in grades 3, 4, and 5.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** We will be using Performance Matters and Study Island to help monitor student achievement.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** 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. Study Island has moderate ESSA evidence rating.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

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.

Provide web-based software (Study Island) that provides individualized instruction for students in science.

**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)

Incorporate Four Week Coaching Cycle / Data PLC during grade level meetings each Thursday of the school year during teacher planning times. Departmentalized classes in all 4th grade and one 5th to augment more instruction in specific core areas such as science daily.

**Person Responsible**

Tom Lashley (lashleyt@columbiak12.com)

**#4. Positive Culture and Environment specifically relating to Parent Involvement**

**Area of Focus**

**Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By the end of the 2022-2023 school year, proficiency in ELA, Math, and Science will increase by 10% as compared to the 2021-2022 FSA results through the implementation of the Parent and Family Engagement Plan.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This will be monitored through our Parent Family Engagement Plan.

**Person responsible for monitoring outcome:**

Rex Cannon (cannonr@columbiak12.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

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.

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** Tom Lashley (lashleyt@columbiak12.com)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

All students in grades K-2 will participate in intervention. The students will be assessed on STAR Early Literacy and Standards Mastery for math. These assessments will determine which intervention group the student will attend. Each of the intervention groups are designed around the academic needs to remediate for that group. Changes will be made real-time within groups as standards change and data from students is updated. Students will be given a pre-test to assess their readiness for specific standards. Based on the pre-test the students will be placed in specific groups and monitored closely during intervention times. Following interventions on the standard, post tests will be given and students will either be moved to another group or continue with that group for further interventions in those standards. Teachers will use the Teacher Tool Kit from i-Ready, Study Island, LLI, and intervention materials provided by the adopted textbooks to deliver instruction in the intervention groups.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

All students in grades 3-5 will participate in interventions. The students will be assessed on F.A.S.T. and Standards Mastery in math. These assessments will determine which intervention group the student will be initially placed in. Each of the intervention groups are designed around the academic needs to remediate for that group. Changes will be made real-time within groups as standards change and data from students is updated. Students will be given a pre-test to assess their readiness for specific standards. Based on the pre-test the students will be placed in specific groups and monitored closely

during intervention times. Following interventions on the standard, post tests will be given and students will either be moved to another group or continue with that group for further interventions in those standards. Teachers will use the Teacher Tool Kit from iReady, Study Island, LLI, and intervention materials provided by the adopted textbooks to deliver instruction in the intervention groups.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

On the final iReady Diagnostic Assessment, 75% of our K students, 70% of our first grade students, and 60% of our second grade students were on or above grade level status. Our students will show gains of 5% above this on the end of Year STAR reading assessment, and corresponding school data will match.

### **Grades 3-5: Measureable Outcome(s)**

On the 21-22 Florida FSA ELA, 42% of our 3rd graders, 48% of our fourth graders, and 48% of our 5th graders were proficient on the FSA test. Our students will show 5% gains in their performance due to these intervention groups

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Five Points Elementary will monitor student grades, standards driven assessments and progress monitoring of the school throughout the school year. The lead team will make sure all interventions continue to be driven by the results of student assessments and their needs as demonstrated by pre and post assessments within the intervention groups. Teachers will continue to provide rigorous standards based instruction within the core times for reading groups and math. We feel these activities will promote growth in all facets of instruction.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Lashley, Tom, [lashleyt@columbiak12.com](mailto:lashleyt@columbiak12.com)



**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will use the iReady toolbox, materials from state approved textbooks, Study Island, LLI, and Saxon phonics. Each of these programs have been shown to foster growth and have strong success at our school in terms of building growth in intervention scenarios and groups, and are research based.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The iReady toolbox has proven to be successful for our school as an intervention tool. Our school used this for all ELA activities and we saw double digit growth from the 21-22 school year from the previous year. LLI and Saxon provided growth in our lower grades and we used other tools as well.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
intervention groups in all grades for math and ELA built into the master schedule.	Adkins, Meredith, adkinsm@columbiak12.com

## 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.**

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.

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

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.