Crystal Springs Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

http://www.duvalschools.org/cse

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

To inspire and prepare students for success in college or a career, and life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Abramowitz, Susan	School Counselor	Small Group and Individual Counseling, AIT Meetings, Vision and Hearing Screening, Gifted Testing, 504 Development, Assists with MRT, ELL Meetings Facilitator, Liaison with Parental Support & Concerns, etc.
Bell, Melissa	Assistant Principal	Assists Principal with the daily operation of the school.
Bunker, Jill	Assistant Principal	Assists Principal with the daily operation of the school.
Simpson, Todd	Principal	Lead teacher and learner who implements said policies of DCPS and ensures daily implementation of a rigorous learning program, which will improve every facet of the school program.
Christopher, Tiffany	Reading Coach	Supports teachers with the implementation of a quality rigorous program, developing their skill set through Common Planning and PLCs. She continually learns and helps the teachers implement Best Practices in every classroom to improve student achievement.
Dennis-Gannon, Mary	Math Coach	Supports teachers with the implementation of a quality rigorous program, developing their skill set through Common Planning and PLCs. She continually learns and helps the teachers implement Best Practices in every classroom to improve student achievement.
Gray, Lesli	Other	ESE Lead teacher who operates the SLA Program and supports all VE teachers in implementing a quality program, which supports overall improvement for SWD in the regular classroom setting as well as the SLA self-contained setting. She also operates the MRT monthly at CSE.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders have an opportunity to aid in the development of the School Improvement Plan. Faculty and Staff are given an opportunity as it is being developed in Early Dismissal meetings when we sit as a faculty to discuss plans for improvement and also during Common Planning sessions and PLCs for the strategy development to support said plans. During SAC, we also present the plan for updates throughout the year as we implement plans and specific strategies. We also take the time to update and tweak, according to current data points. We ask ourselves, "Is the plan working?" "Are the strategies supporting the implemented plans?" "What, if anything, do we need to tweak, if the data isn't moving in the right direction?" Periodically, we are left with more questions than answers, but we eventually tweak, implement then monitor for improvement. Therefore, all major stakeholders have an opportunity to be included in the beginning stages of the process as well as throughout the implementation process through consistent monitoring and tweaking according to current data points for continuous improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

As I stated in the previous section, we always make time during Early Dismissal and SAC meetings to discuss the plan, implementation of said strategies and opportunities for improvement when the data isn't moving. This is when we go back and update said strategies for improvement, because the data isn't moving in the right direction. Data is being traced during Common Planning with specific grade levels and as a school during our Early Dismissal sessions and Faculty Meetings when it becomes available. Because we are abreast of our trend data, we focus intently on some of our subgroups that consistently remain low or do not grow as fast as other subgroups. These subgroups are consistently in need of improvement in reading, mathematics and science proficiency, gains and Lowest Performance Quartile gains: SWD (Students with Disabilities) Blacks and Free and Reduced lunch students. Periodically, the Free and Reduced lunch students will catapult the ELLs in some of the gains section and science. For most, it's because of the language barrier that impeded them from fluently reading and understanding the science state test.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	3	90	93	65	67	77	0	0	0	395
One or more suspensions	1	6	3	4	9	14	0	0	0	37
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	2	52	53	0	0	0	107
Level 1 on statewide Math assessment	0	0	0	2	33	39	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	79	75	64	0	0	0	0	0	223

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	58	49	38	51	47	0	0	0	245

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	75	60	50	41	55	0	0	0	281
One or more suspensions	0	2	4	8	2	10	0	0	0	26
Course failure in ELA	1	6	1	2	1	1	0	0	0	12
Course failure in Math	2	4	1	1	1	1	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	10	33	61	0	0	0	104
Level 1 on statewide Math assessment	0	0	0	7	15	42	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	25	56	44	15	38	0	0	0	180

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	29	56	44	15	38	0	0	0	184

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	1	12	0	1	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	75	60	50	41	55	0	0	0	281
One or more suspensions	0	2	4	8	2	10	0	0	0	26
Course failure in ELA	1	6	1	2	1	1	0	0	0	12
Course failure in Math	2	4	1	1	1	1	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	10	33	61	0	0	0	104
Level 1 on statewide Math assessment	0	0	0	7	15	42	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	25	56	44	15	38	0	0	0	180

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Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	29	56	44	15	38	0	0	0	184

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	1	12	0	1	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	48	53	41	50	56	42		
ELA Learning Gains				52			44		
ELA Lowest 25th Percentile				43			39		
Math Achievement*	55	58	59	57	48	50	52		
Math Learning Gains				56			36		
Math Lowest 25th Percentile				49			16		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	52	54	36	59	59	41		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	61	54	59	48			68		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	1
ELL	39	Yes	1	
AMI				
ASN	74			
BLK	42			
HSP	44			
MUL	53			
PAC				
WHT	41			
FRL	46			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	50			
AMI				
ASN	75			
BLK	43			
HSP	50			
MUL	63			
PAC				
WHT	48			
FRL	45			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			55			35					61
SWD	27			35			19				4	
ELL	23			45			25				4	61
AMI												
ASN	60			87							2	
BLK	41			52			31				4	
HSP	36			52			37				5	58
MUL	46			58			55				3	
PAC												
WHT	39			54			31				4	
FRL	38			50			35				5	68

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	52	43	57	56	49	36					48
SWD	24	38	32	38	48	42	29					
ELL	33	58	45	61	74		32					48
AMI												
ASN	59	45		94	100							
BLK	34	48	42	51	56	44	24					
HSP	41	64	67	54	48	50	27					46
MUL	57	62		73	59							
PAC												
WHT	44	49	27	57	56	52	48					
FRL	39	53	42	52	51	46	34					39

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	44	39	52	36	16	41					68
SWD	33	41	46	39	31	13	32					
ELL	31	15		38	46		8					68

						2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	62			81								
BLK	35	41	35	45	28	11	30					
HSP	33	36		38	32		29					65
MUL	60			67								
PAC												
WHT	48	45		59	37	18	56					
FRL	40	43	37	49	36	15	37					65

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	47%	-13%	54%	-20%
04	2023 - Spring	46%	50%	-4%	58%	-12%
03	2023 - Spring	36%	46%	-10%	50%	-14%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	59%	-2%	59%	-2%
04	2023 - Spring	56%	58%	-2%	61%	-5%
05	2023 - Spring	44%	52%	-8%	55%	-11%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	48%	-17%	51%	-20%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

As we reflect over our data and began to look at all components of the F.A.S.T., we performed lowest int he area of science. To be honest, we thought we would perform better than the previous year, and quick glance data from the district assessments indicated as such, in most cases. We performed at the 31st percentile according to preliminary data. This is a 3% drop from the previous year. Through problem analysis, we found these to be the contributing factors for the students' performance: The students' performance in science correlate with their reading performance, as indicated by the decline in 5th grade reading from 38% to 34%. So, the science score of 31% correlated to the reading score of 34%. Our ELL students declined in their performance, also, because of the lower reading performance and/or the language barrier as English is their 2nd language. One of our teachers was gone for 6 weeks - due to pregnancy, and she did not return until 2 weeks prior to testing. 2 of our 3 teachers could not implement data driven centers because their was no time built within the Master Schedule guidelines for teachers that teach both MATH and SCIENCE. All of these were contributing factors to a decline in our proficiency we found during our Problem Solving Analysis session.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Although science was the lowest performance area, ELA in 3rd grade was the greatest decline when we began to look at data at specific grade levels. The 3rd grade performance declined from 40% to 36%, a 4 percentage drop from the previous year. Trend data indicates a steady decline from the low 40s to the high 30s at this grade level, as the gap continues from 2nd grade readers to 3rd grade readers. It was the first year of UFLI implementation - our Phonics based program, and we didn't implement until October in 2nd grade. We really feel that this new program will close the and fill some holes, that will produce stronger students for 3rd grade. The teachers were not only learning a new ELA curriculum in 3rd grade, but they were also learning new Benchmarks. Aligning these new Benchmarks to the new curriculum was very challenging, not only for the teachers but for our coach who was supporting them throughout implementation. We were really trying to figure a lot of things out, in preparing students to be successful on this year's state test. Utilizing draft Item Spec coupled with this limited knowledge of the Benchmarks was another contributing factor, we felt, as we were problem solving and analyzing current data points. Our Reading Coach spent the majority of his time working with 4th and 5th grade teachers, while substituting in a 3rd grade classroom because the teacher was on FMLA, so this left a lot of holes in us supporting more teachers, as we desired to, as a team.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap in performance would be in the area of science. The state average for science was 57% and our school's average was 31%. This is a significant gap in those students performing at a level 3 or higher on the state's test. We have noticed that the data has dropped in the past 3 years and we contribute those drops to COVID, teachers with less experience teaching 5th grade science at CSE and the students reading below grade level, in some cases 2 or more years below grade level, not having the ability to read fluently with comprehension. 5th grade reading scores have declined the previous 3 years, also, is a trend that impacts the area of science. It has been 6 years since CSE had at least 50% or more of our students reading at grade level in reading in 5th grade. The state science scores have correlated

to the reading scores the past 3 years, with both ranging between 30% - 40% on grade level, meeting grade level standards.

Which data component showed the most improvement? What new actions did your school take in this area?

4th grad ELA showed the most improvement from the previous year, increasing from 39% to 46% in performance on state testing. 4th grade ELA has a tenured group of teachers that implemented quality small group instruction to meet the individual needs of students. They utilized, as a team, current data points to provide students instruction in what areas they needed, even if it was Phonemic Awareness, Phonics, Fluency, etc. Many were not reading at grade level, entering 1 or more grade levels below, but this one major action moved most of these students throughout the year, with continued progress on district assessments. They also worked together as a Community of Learners to fully understand the depth of the Benchmarks they were teaching. Some aligned to previous Benchmarks, but many were not aligned, which has caused ongoing learning, which positively impacted instructional delivery. This push will continue throughout this year, as they continue to learn and grow in this area.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reflecting on the Early Warning Signs data, there are 3 potential areas of concern that are extremely noticeable which negatively impacts the overall performance of students at the various grade levels:
- The number of students who have missed 10 or more days throughout the school year.
- The number of students who have substantial reading deficiencies in 1st - 3rd grade.
- The number of students with 2 or more warning indicators in 1st - 5th grade. All grade levels are at double digits. This is extremely frightening to see, as we are diligently working to close the learning gap.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 5th grade Science
- ELA Proficiency, which will impact Gains and LPQ gains
- 5th Grade Mathematics
- Average Daily Attendance, as the daily attendance range from 88% - 91% at every grade level

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This is an area of focus for this school year because we have been declining in this area for the past 3 years. As a school, we have implemented strong, effective plans which yielded increasing data on PMAs, but this didn't translate to actual student performance on the F.A.S.T. We have dropped from being a little over 50% to less than 35% proficiency in a 4-year span. Therefore, this is a very critical area, which will yield points needed for the overall success of CSE, by increasing in point total, but most of all in student achievement, with students performing at the level of proficiency. We can become a higher performing C school or a B school this year, because of increased performance on NGSSS, according to said goals.

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

If we implement a quality core with aligned, equivalent learning activities daily, aligned Investigations & a strategically focused center time for tiered level learners according to current data points, then our Science performance on this year's state assessment will increase from less than 35% to 50% on state testing.

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

- Ensure lesson goals and objectives are clear and measured by learning activities and assessments.
- Analyze individual student data and implement small group plans accordingly, meeting individual needs through differentiation.
- Plan and deliver explicit inquiry-based instruction.
- Provide effective feedback for improvement during Walkthrough, I.R.'s and Evaluations
- Reflect on teaching practice using quick glance data points and student performance - learning activities and
assessments.
- Conduct Weekly Walkthoughs during the CORE, Centers and Work Time
- Conduct Hands-On Investigations & Mini Phenomena hands-on inquiry
- Implement Daily Digs (SSA questions) during instruction consistently

Person responsible for monitoring outcome:

Todd Simpson (simpsont@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

If differentiated, small group instruction is used with fidelity, then the needs of all learners will be met. According to the research, when students engage in science as a practice, they develop knowledge and explanations of the natural world as they generate and interpret evidence. At the same time, they come to understand the
nature and development of scientific knowledge, while participating in inquiry-based learning as a social process. Therefore, implementing science investigations for every unit of study is most important to students' learning, also. We will also implement Study Island during centers, which will support differentiated interventions based on what the students need based upon current data points.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that Science provides a foundation for the development of language, logic, and problem-solving skills in the classroom. Students who are consistently challenged to utilize and apply scientific knowledge, language and evidence-based learning develop connections that assist them with making sense of the world. Based on our data trend and research, focused implementation of science investigations and teacher-led small group instruction on all units of study will increase students' scientific academic achievement. Increasing the opportunities with science text and vocab development during core will increase students' understanding of what is being learned, because there is a great correlation between being an on-grade level reader and their performance in science - proficient or not proficient. It all goes hand in hand, so ongoing teaching of those effective reading strategies is most important within the science oriented classroom.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The District and Regional Science Specialists will work with Principal to develop effective Common Planning sessions 5th grade science teachers utilizing the county's curricula, ancillary resources, and blended learning platform, as to develop teacher skill set, so he/she can effectively deliver quality, rigorous instruction and develop equivalent learning activities.

Person Responsible: Todd Simpson (simpsont@duvalschools.org)

By When: Beginning in September 2023 and Ending in May 2024. We will rotate Common Planning sessions with the 5th grade math teachers.

Admin, the Specialists and/or Exec Director will conduct walkthroughs to ensure science is being implemented with fidelity, as to provide teachers with effective feedback through through strategic next steps, as to improve instructional delivery and student performance on learning activities and assessments.

Person Responsible: Todd Simpson (simpsont@duvalschools.org)

By When: Beginning in September 2023 and Ending in May 2024. 5th Grade science teachers will be placed on the walkthrough rotation weekly.

Admin, the Specialist and Regional Director will triangulate current data points to appropriately place students in support groups for Tier II supports, as to impact student performance on assessments, learning activities and eventually state testing.

Person Responsible: Todd Simpson (simpsont@duvalschools.org)

By When: Beginning in September 2023 and Ending in May 2024. We will use current data points as quick glance data, as to make informed instructional decisions for Tier II support.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We selected this area as an overall area of focus, because our data had declined the previous 2 years. Although we improved this year overall from 41% to 44%, We declined in 3rd grade ELA by 4% and 5th grade 4%. 4th grade made the push this year, which moved the needle from 41% 44% ELA proficiency. 2nd grade is the only grade level that met the 50% threshold this year for ELA, all other grade levels were between 30% - 49%. CSE has not met or exceeded the 50% threshold in 4 years for 3rd - 5th graders.

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

If we implement rigorous, quality instruction in every classroom aligned to the Benchmarks, every day, and utilize current data throughout the year to make informed instructional decisions, then overall ELA achievement will improve from 44% to 50%. This is the goal set by the school, because it has been 4 years since we were at 50% or higher in ELA proficiency. This, in turn will increase our Gains and LPQ Gains. Increasing in those cells will improve the performance of those subgroups (SWDs, Blacks and ELLs) that are performing below the 41% threshold set by the state, which has led to a CSI designation.

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

This Area of Focus will be measured in several ways:
- Classroom Walkthroughs (district and school-based), as to provide timely feedback for strategic next steps.
- Informals and formals with meaningful feedback provided for improving teacher practice and instruction, which
will positively impact student achievement.
- Growth in Data from class, district and state assessments (F.A.S.T./PMA III)
- Blended learning platforms (Students' Performance - fall, winter and spring)

Person responsible for monitoring outcome:

Jill Bunker (bunkerj@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Reading Coach, purchased through Title One funds for supporting all grade levels for implementation of core & centers using the Benchmark Advance curricula, Best Practices & Current Data points for tiered support.
- Reading Interventionist purchased through Title One funds in Grade 3 - 5 to support Tier II & III students.
- Paraprofessionals purchased through Title I funds for working with individual students and one-on-ones during Center time & Core.
- Benchmark Advance, LLI Kits (All Levels), UFLI, etc...
- After-School Tutoring
- Media Specialist - Implement standards based aligned instruction to support ELA classrooms.
- Grade level technology platform software (iReady, Freckle, Imagine Learning & STAR) with aligned learning
activities.
- Technology Hardware - Laptops & interactive monitors purchased through Title One funds to embed within instructional lessons. The iPads will replace depleted laptops to increase blended learning time, as

well
as increased time for keyboarding skills.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Reading Coach/Interventionist, purchased through Title I will be utilized to support teachers in designing, monitoring and assessing quality standards based instruction to improve student achievement. They will also implement effective common planning sessions and PD sessions during early dismissal. They will analyze and disaggregate data for students identified as Tier II and III students, then work with them in small, intensive groups utilizing LLI, UFLI and other research based intervention materials.

The paras, some which were purchased positions through Title One funds, at the oversight of the Coach/Interventionist, will be uses during centers, as a 2nd Tchr Led center. Tutoring will be provided to bubble students during the PM beginning in Jan. The media specialist will support every classroom at Crystal Springs. He advances our overall literacy by implementing quality standards based instruction that correlates to what's being taught in the classroom during core.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement an effective PD plan within Common Planning and Early Dismissal sessions to develop teacher skill set, allowing them time to collaborate, problem solve and develop effective lessons as a Community of Practice.

Person Responsible: Jill Bunker (bunkerj@duvalschools.org)

By When: Beginning September 2023 and ending in May 2024. PD sessions and PLCs will be developed and operated during Common Planning sessions and Early Dismissal sessions.

Title One funds and district funds will be used to purchase technology in which students will utilize during Centers and Intervention groups based upon current data points and student performance on learning activities to ensure the instructional path is aligned to data and what they need to improve instructionally. The blended learning platforms include but aren't limited to Waterford, iReady, S.T.A.R. Study Island, etc.). These platforms support CORE instruction.

Person Responsible: Jill Bunker (bunkerj@duvalschools.org)

By When: Beginning September 2023 and ending in May 2024. Blended Learning Platforms will be utilized during CORE and pull-out interventions beginning in Jan/Feb after the winter PM and the PMA II.

We will continue to utilize Title One funding for a Parent Liaison that will assist in building community relationships and empowering parents to effectively help their children in the home setting. Through this connection, she will also connect them to resources outside the school to support them, so they can support their child, i.e. Literacy Night, Parent Conference, Pastries with Parents, check out resources housed in the Parent Involvement office, provide info for resources in and outside the district, etc., which provides them the added support needed to help their child in the home-setting be more successful in the school setting.

Person Responsible: Jill Bunker (bunkerj@duvalschools.org)

By When: Beginning August 2023 and ending in May 2024.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

5th grade Math proficiency was selected because this has been an area in which we have not improved in 3 years. We have not met the threshold score of 50% in more than 4 years. We have remained between 50 - 60% in overall proficiency for the entire school, just a little lower or a little higher the past 3 years. As a school, we have not met or exceeded the 60% proficiency threshold for the entire school in 4 years, although 3rd and 4th grade have remained at 50% or higher, 10% or higher than 5th grade mathematics on state testing for the past 2 years.

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

If we implement intentionally focused, strategic instructional plans based on current data points and align blended learning platforms to these data sets for Tiered instruction to meet the individual needs of students, then we will improve from 44% to 50% proficiency in 5th grade and from 57% proficiency as a school to 60% or higher on this year's F. A. S. T. testing.

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

This Area of Focus will be measured in several ways:
- Classroom walkthroughs (district and school-based)
- Informals and formals with meaningful feedback provided for next steps in CORE and Centers
- Current Data from district assessments and aligned learning activities to make informed instructional decisions
- Blended learning platforms (Improved Student Performance - fall, winter and spring)

Person responsible for monitoring outcome:

Melissa Bell (bellm2@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Implementation of Acaletics, supplementary program to support the CORE
- Assigned paraprofessionals working with small groups during the center rotations in 2nd grade.
- A Math Coach purchased with Title One Funds to support teacher development & Craft and work with small

intervention groups based upon current data points in 5th grade.
- PM tutoring using a strategy based focus aligned plan to what's being taught in the classroom using district

materials.
- Implement Math technology blended learning platforms and software (iReady, Waterford & Freckle)
to strengthen basic facts, test taking skills and standards aligned leveled questions according to students' learning paths during center rotations.
- Technology Hardware - Laptops, interactive monitors and printer to embed within instructional lessons and

printed data reports to use in developing individualized student centers that are data-driven

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We will use Title One funds to enhance and support this area for improvement. We will purchase paraprofessionals at various grade levels to support small group instruction. The Math Coach will oversee the implementation of rigorous instruction during the core, and she will also oversee the implementation of blended learning platforms. We will also purchase and utilize math ancillary materials, in which to use during centers and intensive small groups. The Math Coach, purchased through Title One funds, will provide Common Planning for teachers, to develop their skill set, as to deliver quality, intentional instruction to all leveled learners. Teachers will be given a survey, as to ascertain the PD needed for their development -teacher voice, and data will be utilized to determine PD needs, also. Tutoring will be offered for lower level learners and bubble students, as determined by their previous FSA score and current data points.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement Acaletics, strategically placing students in leveled groups to receive instruction at least 20 - 30 minutes in grades 2 - 5. We will utilize monthly data from the scirmmages to adjust as needed, as to improve student performance and the overall grade level and school performance.

Person Responsible: Mary Dennis-Gannon (dennism@duvalschools.org)

By When: Beginning in September 2023 and ending in May 2024

Title One funds will be used to purchase the Math Coach position. The Math Coach will oversee all components of the Math workshop, ensuring instruction is aligned to Benchmarks and teachers are implementing all phases with fidelity. She will also provide classroom support as an interventionist for LPQs and Bubble students. She will develop PLC & CP agendas that are focused on effective lesson planning, Data Analysis and teacher development. She will also model and co-teach lessons with developing teachers, as to positively impact teacher practice and instruction, which will increase student achievement.

Person Responsible: Melissa Bell (bellm2@duvalschools.org)

By When: Beginning in September 2023 and ending in May 2024

The Math Coach and Admin will monitor and provide support to teachers based on walkthroughs, informals and annual evaluations. They will provide feedback to teachers, so teachers can implement next steps for instructional improvement, which positively impacts student achievement. Feedback will also determine if teachers need to visit other classrooms in and outside the building, as to develop craft and practice.

Person Responsible: Melissa Bell (bellm2@duvalschools.org)

By When: Beginning in September 2023 and ending in May 2024

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing trend data, it was determined that our fourth goal would focus on attendance improvement. Our average daily attendance data for the 2022 - 2023 school year was less than 90%. This has been a trend in attendance data for the last few years as we have been close to 90% or a little over 90%. We had at least 3 grade levels' average daily attendance below 90%, which has negatively impacted the students to learn on a consistent basis because so many are absent. Every grade level except 1 grade level has at least 12 to 13 students absent per day, with most being unexcused absences.

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

If we implement an effective plan for attendance improvement which includes the teacher, the counselor and the truancy office, then our average daily attendance will increase to at least 90% at every grade level and we will reduce the number of students who have missed 20 or more days our of school during the school year.

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

- Monitor the average daily attendance for every grade level at the midpoint of each nine weeks period.
- Identify and monitor the attendance percentage of students chronically absent during the nine weeks period.
- For those chronically absent, monitor excused and unexcused absences, as to determine next steps for improvement.
- Monitor the number of teachers who are consistently informing the school counselor of those students that are
consistently absent on a weekly basis versus those that won't follow-thru, with said plan for improvement.

Person responsible for monitoring outcome:

Susan Abramowitz (abramowitzs@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Implementing BLOOMZ to consistently communicate with parents pertaining to absences - both excused and
unexcused.
- The truancy officer and social worker will consistently work with the school counselor reviewing data and developing next steps through plans developed during AIT
- Partner with the Full Service therapist and the CSE Parent Liaison, who is paid for with Title One funds, to
connect parents with resources in and outside the school setting, as to aid the parent in getting their child(ren)
to school consistently.
- The school counselor will provide services before, during and after AIT meetings to help support parents in
sending their child to school consistently.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The above stated interventions will support and empower the parent in getting their child(ren) to school on time, every day. The individuals listed have a plethora of resources to support those parents that are struggling and/or misplaced. Built within this support system are incentive programs for improved attendance and perfect attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement BLOOMZ, so parents can communicate with the parents consistently pertaining to absences, which will impact the class's avg attendance daily report. Parents can also send notes via BLOOMZ to place part of the record for excused absences. If they aren't signed up for BLOOMZ, then they can utilize the daily agenda.

Person Responsible: Susan Abramowitz (abramowitzs@duvalschools.org)

By When: Beginning in September 2023 - June 2024

Conduct Attendance Intervention Team meetings on a monthly basis. In being proactive, the school counselor will review, analyze and disaggregate date prior to these meetings with the teachers' assistance, in an effort to prevent students from missing multiple days, if they aren't ill or the absence isn't excused.

Person Responsible: Susan Abramowitz (abramowitzs@duvalschools.org)

By When: Beginning in September 2023 - June 2024

In addition to end of the year awards programs in which students are recognized for perfect attendance, conduct monthly ceremonies in which students are rewarded for improved attendance throughout the year, if there have been previous attendance issues. It's being done in an attempt to IMPROVE the average daily attendance rate at every grade level, which will improve the school's average.

Person Responsible: Susan Abramowitz (abramowitzs@duvalschools.org)

By When: Beginning in September 2023 - June 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
1. Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
2. Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
3. The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
4. Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
5. Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.
Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

K had an overall ELA proficiency of 45%, 1st grade had 49% proficiency and 2nd grade was 53% proficient as determined by the Progress Monitoring #3 data. Although this is a significant improvement from the prior year in which each grade level had less than 30% proficiency at each grade level, it is

below the 50% threshold we had as our overall ELA proficiency goal. Trend data has indicated that the level of proficient students has consistently decreased in 1st and 2nd grade the past few years, but we are now seeing a PUSH in having more proficient readers, and we attribute a lot of this growth to the UFLI component of our implemented ELA program in KG - 2nd. In addition to this implemented program, the teachers are consistently implementing a solid CORE (Tier I), Waterford blended learning platform in KG and iReady as the blended learning platform for 1st and 2nd grade.

To continue growing, we have to develop a different plan for improvement in grades K - 2. To increase proficiency in grades K - 2, paraprofessionals are assigned to grades K, 1 and 2 this year, with a focus on working with non-proficient students in remedial reading skills and phonics during small groups.

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

In grades 3 - 5, we have 44% of our students at proficiency. Although this number increased by 3%, it had previously declined in the previous 3 years. It has remained stagnant between 40 - 51% proficiency fort he past 7 years. 3rd grade scored at 36% proficiency - decreasing the past 3 years, 4th scored at 46%, increasing by 7% from last year and 5th grade scored at 34%, a decrease of 4%. We also used the S.T.A.R. assessment, Achieve 3000 and PMAs to help inform us of sound instructional decisions and to place students appropriately in intensive groups - pullout and centers within the classroom setting. .

The instructional focus this year will be on small groups in grades 3, 4 & 5, with a laser lens focus on our LPQ students and students at level 2 (low and bubble students). In 3rd - 5th, we will be implementing a W.I.N. (Whatever Is Needed) Block in grades 3 - 5. We will utilize UFLI for our more intensive students during this block. The other groups will be made up of multisyllabic word groups and comprehension groups. We will be developing a more effective plan for remediating and solidifying the ELA skill sets of our students during center rotations, because they will be fluid groups based upon current data points and differentiated. We look to hire an interventionist to work with our 4th and 5th grade students during the W.I.N. Block and Center rotations.

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 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 Measurable Outcomes

If the students receive quality instruction aligned to the benchmarks and instructional intervention supports (LLI and/or UFLI) are in place for struggling learners during centers, then at least 50% or more of the students will perform at or above grade level on the FINAL PM/F.A.S.T. assessment and/or the Waterford assessment in KG. 50% of proficient readers is the overall goal for the school. Because the students from last year made a BIG push and ended the year between 45% - 55% at these three grade levels, we, as a school, would like to see our students reach 60% at each individual grade level. This will eventually lead to stronger readers moving to 3rd grade, which will reduce the number of struggling readers in 3rd grade, which are placed in UFLI groups.

Grades 3-5 Measurable Outcomes

As a result of the measurable outcomes on the Waterford (KG) and F.A.S.T. testing in KG - 2nd, at least 50% or more of the students will perform at or above grade level on the end of the year PM/F.A.S.T. assessment in grades 3 - 5. Although this is overall performance for 3rd - 5th grade, we have a laser lens on 5th grade ELA, because they have the previous 3 years, ending at 34% of proficient readers this year. We are being very strategic with the implementation of our W.I.N. Block, to meet the needs of students right where they are, based upon current data points. We are also re-working our centers, to ensure we are very intentional and strategic with reviewing/re-teaching in the CORE.

Monitoring

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 impact student achievement outcomes.

- Instructional Review conducted in September and develop a Plan of Action from next steps, which will be
observable in the classrooms during walks, informals, formals, and the Spring Instructional Review
- Classroom Walkthroughs using the Benchmark Walkthrough Tool
- In 3rd - 5th, student performance during W.I.N., as evidenced by students moving form intensive groups to
higher level comprehension groups
- Effectively developed lesson plans being implemented at a very high level (CORE & CENTERS)
- Teachers utilizing feedback from walkthroughs and evals (informal & formal) - effectively implementing next
steps during Core and/or Centers.
- Increased Student performance on this year's F.A.S.T. (PMs).

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Simpson, Todd, simpsont@duvalschools.org

Evidence-based Practices/Programs

Description:
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. §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?

- Implementation of the curricula, Benchmark Advance - aligned to B.E.S.T. Benchmarks
- LLI for KG and 1st graders (small group instruction)
- Guided Reading for independent centers with accountability
- UFLI, a Phonics based program developed by the Univ of FL for KG - 2nd grade

- UFLI implementation during W.I.N. Block for 3rd - 5th grade students
- Benchmark Advance Intervention materials used in KG - 5 classrooms

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Students must be given consistent opportunities to work on grade level appropriate assignments/ activities, even with productive struggle. Teachers must hold them accountable for the completion of these assignments/activities at the proficiency level or higher. This must be done consistently with utilizing evidenced based programs, implemented through Best Practices during the CORE & CENTERS.
- The Benchmark Advance correlates to the new Benchmarks, so students are receiving quality instruction based upon the state's Benchmarks (standards)
- LLI is a systematic program for overall reading improvement. LLI is a short term, intensive small group program for struggling readers being implemented during the teacher led group during centers.
- UFLI is a Phonics based program through the University of Florida that supports struggling readers in grades K-2 with phonological awareness using background knowledge. We will also be implementing UFLI for 3rd - 5th grade struggling readers during a W.I.N. (Whatever is Needed to be Successful) in 3rd - 5th grade.

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
The Literacy Leadership team focused on quick glance data and trend data to determine next steps for reading improvement. We will continue looking at all data points throughout this year to increase the number of proficient readers at each grade level to at least 50% or above with KG - 2nd over 50%, per the students' performance last year. Because of this, we have assigned paras paid for using Title I funds to work with small groups in KG - 2nd grade classrooms. We have also implemented an LLI intensive program for struggling students during the Teacher Led group. We, as a team and teachers, individually will review classroom assessments, progress using the F.A.S.T. data, Running Records and the Waterford assessment for more data points to continue making informed instructional decisions to decrease the gaps in the students' learning. Admin and Coaches will ensure implementation and constantly review ongoing data points for improvement. We will also implement the W.I.N. (Whatever is Needed) Block for all 3rd - 5th grade struggling readers. This is in addition to their ELA center time. This implemented block will focus on Phonics, Phonemic Awareness, etc.	Simpson, Todd, simpsont@duvalschools.org
The Literacy Coach/Interventionist will not only service students in the classroom, but she will also coach teachers that are new to ELA, support teachers that are having trouble and learning from those teachers that are Highly Effective. She has already begun modeling and co-teaching with teachers that have needed support with the implementation of Benchmark Advance and differentiated centers. According to data and teacher requests, she will continue to support, model and co-teach in these 3rd - 5th grade classrooms, as to develop these teachers into Learning Practitioners. This will be observable by Admin and the coach will provide coaching notes/noticings, etc. for teacher development.	Bunker, Jill, bunkerj@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is shared with the faculty and staff during an Early Dismissal Meeting. After development and discussion, we really FOCUS on the said goals and the plans for improvement. They can receive a full copy of the plan if they'd like. We provide a copy to those that attend SAC, and we also discuss the contents and allow them an opportunity discuss the contents thereof. Throughout the year, we re-visit, as to determine if we are on track to improve as a school, as well as tweak portions of the plan if something isn't working, as determined by monitoring the strategies put in place and current data points. We also share a copy on our school's website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

On the school's website, we have info pertaining to the Family Engagement Plan, as it is readily made available to all parents. We also build relationships with our parents by inviting them into our school to be a part of our school's PTA or SAC. We also conduct monthly meetings call Pastries with Parents, in which we empower parents, so they can better support their children in the home setting. We also conduct at least 4 - 5 nightly events in which parents are invited to attend, as to learn more about what happens in classrooms on a daily basis, i.e., Literacy Night, S.T.E.M. Night, etc.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

3 out of the 4 Areas of Focus spotlight areas of improvement in ELA, Math and Science. We have outlined strategies, if implemented with fidelity, will help us improve as a school , but more importantly each and every subgroup in which the data has trended downwards or decreased the past few years. Although we have one subgroup, SWD, less than 41% proficiency in ELA, we have several groups that are at 43% or a little above in ELA , math and/or science. Therefore, we must increase in ALL areas, at every grade level, in every subgroup. Now that we have an opportunity to learn more about our state's Benchmarks to teach at a higher level and we have modified our master schedule in which time is being allocated for more small intensive group work, we should see dividends from our implemented plans, as to IMPROVE in each subject area.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

There is a great connection, because our only group that did not meet the 41% threshold score is the SWD (Students with Disabilities) group and the next group not far behind is the ED (Economically Disadvantaged group. Our Parent Liaison, School Counselor and Full Service Counselor assists our many families on a continual basis with connecting them with resources in and outside the school system. Many of our families have been displaced or they are living with someone, which isn't always always a family member, and they need help because they are just trying to survive from one day to the next,, and education takes a backseat to survival. Therefore, being EMPOWERED and EDUCATED by school personnel makes a difference in the lives of these families.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

CSE has a full time counselor and at one point in the year we had two counselors. They divided the grade levels and provided counseling for small groups and individual counseling based on needs and/or at the request of administration. We also had a Full Service therapist on site at least 3 days per week who worked with a caseload of 25 or more students. The counselors, administration and teachers

recommended students for more wrap-around services, as they saw need when dealing with students, as to provide them more support when it comes to mental health services. We implement Wellness Wednesday, that is provided by the district every Wednesday, which positively impacts mental health and well being. We also implement CALM Classroom. We have connected with I'm A Star Foundation in which they provide mentoring sessions to our 4th and 5th grade students that are 1 or more grades behind.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

CSE has a developed school wide Behavior Plan with built in consequences and incentives. Within this plan, we have the implementation of CHAMPS and Standards of Behavior in all general areas. We have also developed a Behavior Flowchart built within our school's behavior plan that addresses tiered behaviors and consequences. The district has provided clear guidelines for ESE students, in which we abide by in our behavior plan. The school counselor, Full Service Behavior Therapist and ESE Lead provide counseling and wrap-a-round services for the neediest of our students with behavior issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will receive weekly common planning in which the school's Math and Reading coaches will be analyzing and disaggregating data, implementing Best Practices for quality instruction, so teachers are teaching the depth of the Benchmark, supporting the teachers in implementing quality centers, etc. They in turn, empower the paraprofessionals and consistently provide training to those who work with students, as to meet the needs of individual students during the 2nd Tch Led center during center time. Teachers will also become familiar with the updated Benchmark Walkthrough tool that's used to identify quality standards-based planning, instruction and assessments. This will be the 2nd year of implementing a new ELA curriculum in 3rd - 5th and Math curriculum in KG - 5th. Therefore, time must be dedicated to the implementation of new curricula at a HIGH level - whole group instruction for all, including paraprofessionals, with an importance on small group instruction - tiered for leveled learners according to their F.A.S.T. performance and other data points to strategically group them accordingly.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We're very fortunate to have a VPK program housed within our school. Therefore, these little ones, although working in the framework of the guidelines of VPK, still have an opportunity to interact with KG and 1st grade students. They attend schoolwide programs, and they are also a part of our Career Days in which we FOCUS on our school's magnet. They are just as much a part of our school community as any other grade level - no differentiation. We also conduct tours for those that are housed at VPK programs outside the school setting, as to make the transition easier to KG in the upcoming school year. Our onsite VPK teacher is most willing to conduct an Open House for these students and their parents,

also, because she has worked at primary literacy centers and Head Start centers before teaching in elementary school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No