

Duval County Public Schools

Crown Point Elementary School



2022-23 Schoolwide Improvement Plan

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Crown Point Elementary School

3800 CROWN POINT RD, Jacksonville, FL 32257

<http://www.duvalschools.org/crownpoint>

Demographics

Principal: Brett Hartley

Start Date for this Principal: 6/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: B (55%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Crown Point Elementary School

3800 CROWN POINT RD, Jacksonville, FL 32257

<http://www.duvalschools.org/crownpoint>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

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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.

We live to learn and love to lead. We are CPE!

Provide the school's vision statement.:

We are a community of rising leaders who foster learning through an engaging, safe, and nurturing environment.

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
Hartley, Brett	Principal	Principal Brett Hartley leads instruction, school improvement, school safety, and provides management of all school functions. He leads observations, evaluations, professional development and instructional data reviews. Mr. Hartley also mentors aspiring and first-year principals in the leadership and planning. Mr. Hartley works with PTA, SAC, Shared Decision Making, and the Lighthouse Leadership Team. Mr. Hartley oversees the math leadership team and leads common planning for 3-5 mathematics, K-2 ELA, and K-5 Science.
Carr, Elisha	Assistant Principal	Assistant Principal Elisha Carr coordinates testing, Title 1, oversees technology programs, supports VE teachers with instructional decisions, textbooks and complies data from Performance Matters. She leads discipline and supports the MTSS parent relations process. Mrs. Carr oversees faith-based and business partnerships and leads the SAC committee. She conducts focus walks and observations, leads ELA professional development, and assists the reading interventionist in supporting teachers. She co-leads common planning for ELA K-5.
Repper, Amanda	Reading Coach	Mrs. Amanda Repper provides targeted support for teachers and students in all five areas of reading. Mrs. Repper supports small group ELA instruction by working with students weekly. Co-leads common planning for 3rd-5th ELA instruction and serves as PDF coordinator for staff.
Driver, Dana	Math Coach	Mrs. Driver provides targeted support for teachers and students in the area of math and science. Coordinator of technology and leads common planning for math K-5.
	Science Coach	Pam Adams provides targeted support in Science for grade 5. She plans and works closely with teachers and students.

Demographic Information

Principal start date

Monday 6/1/2015, Brett Hartley

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.*

5

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.*

12

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

750

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

4

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

4

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	117	120	128	147	114	113	0	0	0	0	0	0	0	739
Attendance below 90 percent	2	51	43	42	31	34	0	0	0	0	0	0	0	203
One or more suspensions	1	4	4	3	3	5	0	0	0	0	0	0	0	20
Course failure in ELA	3	3	1	3	1	0	0	0	0	0	0	0	0	11
Course failure in Math	1	0	1	2	1	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	28	43	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	18	42	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	3	18	45	84	0	0	0	0	0	0	0	0	0	150

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	3	21	41	73	16	38	0	0	0	0	0	0	0	192

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	3	2	1	2	1	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/28/2022

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	113	115	143	141	109	162	0	0	0	0	0	0	0	783
Attendance below 90 percent	1	26	36	33	32	57	0	0	0	0	0	0	0	185
One or more suspensions	0	0	2	1	3	4	0	0	0	0	0	0	0	10
Course failure in ELA	2	2	0	0	1	0	0	0	0	0	0	0	0	5
Course failure in Math	2	0	1	0	2	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	1	5	50	62	44	90	0	0	0	0	0	0	0	252
Level 1 on 2019 statewide FSA Math assessment	2	16	43	63	53	77	0	0	0	0	0	0	0	254
Number of students with a substantial reading deficiency	0	1	2	9	30	30	0	0	0	0	0	0	0	72

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	64	88	81	82	36	36	0	0	0	0	0	0	0	387

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	1	1	0	4	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	113	115	143	141	109	162	0	0	0	0	0	0	0	783
Attendance below 90 percent	1	26	36	33	32	57	0	0	0	0	0	0	0	185
One or more suspensions	0	0	2	1	3	4	0	0	0	0	0	0	0	10
Course failure in ELA	2	2	0	0	1	0	0	0	0	0	0	0	0	5
Course failure in Math	2	0	1	0	2	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	1	5	50	62	44	90	0	0	0	0	0	0	0	252
Level 1 on 2019 statewide FSA Math assessment	2	16	43	63	53	77	0	0	0	0	0	0	0	254
Number of students with a substantial reading deficiency	0	1	2	9	30	30	0	0	0	0	0	0	0	72

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	64	88	81	82	36	36	0	0	0	0	0	0	0	387

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	1	1	0	4	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	50%	56%				52%	50%	57%
ELA Learning Gains	51%						56%	56%	58%
ELA Lowest 25th Percentile	38%						49%	50%	53%
Math Achievement	55%	48%	50%				64%	62%	63%
Math Learning Gains	55%						64%	63%	62%
Math Lowest 25th Percentile	32%						49%	52%	51%
Science Achievement	39%	59%	59%				54%	48%	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	52%	51%	1%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	54%	52%	2%	58%	-4%
Cohort Comparison		-52%				
05	2022					
	2019	40%	50%	-10%	56%	-16%
Cohort Comparison		-54%				

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	58%	61%	-3%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-58%				
05	2022					
	2019	54%	57%	-3%	60%	-6%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	49%	-1%	53%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	12	37	38	29	45	31	29				
ELL	23	40	33	26	35	29	20				
BLK	36	42	37	49	58	38	29				
HSP	35	46	32	47	47	26	30				
MUL	65	81		73	67						
WHT	56	54		62	59		53				
FRL	40	50	38	50	51	30	32				
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	26	33		45	40		21				
ELL	30	48	42	51	78	69	26				
BLK	33	39		38	35		28				
HSP	41	49	38	51	68	75	22				
MUL	62			69							
WHT	60	55		63	66		66				
FRL	41	45	38	47	47	50	32				
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	13	27	25	27	43	47	13				
ELL	25	65	71	42	75	69	7				
ASN	62			100							
BLK	45	47	36	51	55	36	48				
HSP	37	55	67	53	68	63	40				
MUL	52	50		58	65						
WHT	63	62	42	75	66	43	69				
FRL	43	52	44	53	62	51	47				

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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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	
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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	
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Federal Index - Black/African American Students	41
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	
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Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
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	57
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	43
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?

English Language Arts learning gains and lowest performing quartile categories has made a continual decline the past 5 years. The lowest performing quartile FSA data for both Math and Ela decreased with both less than 40%. Science achievement decreased by 5 points and less than 50%.

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

1. Students with disabilities has a Federal Index of 35%
2. Learning Gains of Lower Performing Quartile in ELA
3. Learning Gains of Lower Performing Quartile in Math
4. Reading Proficiency with Students with Disabilities and English Language Learners K-5
5. 5th Grade Science Proficiency

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

Two out of three teachers were new to 5th grade math and science. Standard-based small group instruction was evident but it inconsistently addressed critical reading learning gaps in ELA. To address these needs for improvements ELL students were scheduled into sheltered classes K-5, small group reading instruction has been prioritized K-5, and small group math instruction using the Acaletics math program will be used in grades 2-5th.

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

The data component with the most improvement was math proficiency by 1 point of increase.

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

The contributing factor for this improvement was math small group instruction differentiated by students data for grades 3rd-5th.

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

Guided Reading instruction will be implemented K-5 to address reading proficiency. Grade level teacher changes have been and teachers will now cycle up with their students for two years to address learning gains and lower quartile students. The Acaletics Math Intervention program will be utilized with fidelity and differentiated groups. To support Science, Brain Pop was purchased to increase engagement of science content.

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.

Content PLCs will be used bi-weekly to deepen teachers' knowledge of standards and instructional strategies that lead to proficient readers and writers. Reading, Math and Science interventionist will support implementation of strategies learned during Content PLCs. Professional development focused on data analysis and ELL GLADD Strategies will allow teachers to respond to trends in student needs within core small group instruction.

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

Student data trackers and quarterly data chats with goal setting will be implemented K-5 in order to closely plan and work with both teachers and students. An ELL Reading tutor has been added to support sheltered ELL classrooms and students in 4th and 5th grades.

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 Small Group Instruction

Area of Focus

Description and

Rationale:

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

In order to increase student proficiency in reading, a focus has been placed on small group instruction utilizing Guided Reading K-5 and Corrective Reading in 3rd grade as part of the District Wide 3rd Grade Reading Initiative.

Measurable Outcome:

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

Reading proficiency will increase to 50% on the F.A.S.T 22-23 for grades 3rd-5th.

Monitoring:

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

Quarterly review of Reading Proficiency using STAR K-5, Achieve 3000 and PM1/PM2 of F.A.S.T.

Person responsible for monitoring outcome:

Elisha Carr (carre1@duvalschools.org)

Evidence-based Strategy:

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

ELA teachers, VE teachers and reading interventionist will use Leveled Literacy Program for Guided Reading and Benchmark Advance Small Group Leveled Readers. The 3rd Grade Reading interventionist will use the Corrective Reading Program. Phonics for Reading will be utilized for students in need of decoding skills in grades 3-5 within small group instruction.

Rationale for Evidence-based Strategy:

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

Scheduling guided reading during the ELA center instructional block is priority K-5. During the ELA center block for 3rd grade, selected students who tested into levels A and B1 will go to Corrective Reading. The remaining students will have differentiated centers and guided reading with their teacher.

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.

1. Title 1 Funds will be utilized to purchase supplemental positions to support differentiated academic interventions such as a paraprofessional, reading tutor for ELL students in grades 4th-5th, a math interventionist for math small groups, reading interventionist to support small group reading instruction in guided reading, and substitute teacher that will be used to students in small groups. These positions will have a positive impact on student achievement by allowing students to receive targeted small group instruction on their level.
2. Guided Reading will occur daily in all K-5 classrooms.
2. Students will track their reading level throughout the year in as part of their Leader In Me Wildly Important Goal.
3. Reading Interventionist will plan with teachers during Bi-weekly PLCs.

4. Professional development in guided reading and RTI will occur monthly on Reading instruction and data tracking.

Person Responsible Elisha Carr (carre1@duvalschools.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Historical data shows Crown Point having a steady decline in both achievement and learning gains in ELA, Math and Science. There is a need to create sustainable growth in all areas.

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

F.A.S.T. ELA Reading Proficiency 50%
 F.A.S.T. Math Proficiency 60%
 NGSS Science Proficiency 54%

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

The Leadership team and District Specialists will review data quarterly in grades K-5.

Person responsible for monitoring outcome:

Brett Hartley (hartleyb@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Planning lessons that are differentiated to meet both student needs and student Benchmarks of the new B.E.S.T. standards achievement will increase.

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

<https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>

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.

1. Title 1 Funds will be used to purchase academic supplies such as CSS projectors and document cameras to enhance instruction. Title 1 funds will also purchase Brain Pop for science engagement and instruction to support the growth in the area of science.
2. An ELL tutor(Funded by Title 1 funds) for reading will support 4th and 5th grade sheltered ELL teachers and students five days a week.
3. UFLI Oral Language and decoding program will be implemented in K-2 classrooms to support foundational skills.
4. Title 1 Funds will also be used to provide the funding for Leader In Me Annual Membership fee to support the culture and climate of academic excellence for student achievement.

Person Responsible Elisha Carr (carre1@duvalschools.org)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Achievement of students with disabilities and ELL students will improve one grade level or more through consistent small group instruction and ongoing analysis of data to drive instruction.

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

Students with Disabilities will increase in reading proficiency in grades 3rd-5th using Achieve 3000/STAR.
 English Language Learners will increase at least one level in Reading Proficiency on the WIDA Assessment.

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

Students with Disabilities will be monitored using the State Progress Monitoring Assessments 1 and PM2 and the District PMA 3 assessment. ELL students will be monitored monthly using the Language for Learning passed lessons.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Effective small group instructional practices with VE teachers, Reading interventionist and Science interventionist will need to be implemented in all grade levels.

Continuous data analysis will target the areas for acceleration.
 Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

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

A comprehensive MTSS system will allow for early identification of students in need of specific intervention, as well as the time for the intervention to occur. Faculty must be well-informed of the progress of students on a regular basis in order to maintain focus on the goals of the school.

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead.

<https://institutionalresearch.syr.edu/what-we-do/student-ratings/creatingan-action-plan/action-plan-teachingstrategies/>

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.

1. An ELL Tutor (Funded by Title 1) was added this year to support Sheltered ELL classrooms in 4th and 5th grade. The ELL Reading tutor will parallel teach with the classroom teacher and support targeted small group instruction.

2. An additional School counselor funded by Title 1 will allow support for students and teachers with ELL meetings and counseling of all students to connect to the emotional well-being of students.

Person Responsible Brett Hartley (hartleyb@duvalschools.org)

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

Guided Reading Instruction will utilized at least 4 days a week during the 90 min. ELA Instructional Block.

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

Guided Reading Instruction will utilized at least 4 days a week during the 90 min. ELA Instructional Block.

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)

50% of students in grades K-2 to show an increase on the blended learning platform of Waterford and I-Ready in Reading

Grades 3-5: Measureable Outcome(s)

50% of students in grades 3rd-5th to show an increase quarterly on the STAR and Achieve 3000 platforms.

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.

Kindergarten will use the Waterford Progress Monitoring Assessment
Grades 1-2 will use the I-Ready Assessment focusing on the area of Reading

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Carr, Elisha, carre1@duvalschools.org

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 have access to the aligned Benchmark Advanced Small Group Resources and the Levelled Literacy Intervention Kits to provide differentiated small group instruction

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?

All are aligned to the Best Benchmarks

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
Professional Learning with Guided Reading during PLCs and coaching cycles	Hartley, Brett, hartleyb@duvalschools.org

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.

Crown Point will continue to participate in the school-wide Leader in Me Program. We will continue to build students leadership skills that will apply to life at home and at school. Parental involvement events will be planned and implemented to engage and inform families in their students' learning. Parents will receive support in partnering with their child using the new state B.E.S.T. Benchmarks and how to achieve success.

With the Leader in Me framework, we have 7 action teams in which all faculty and staff are members.

Those teams are;

1. Student Learning
2. Shared Leadership and Community Service
3. Leadership Environment
4. Community Partnership Events
5. PBIS
6. Professional Learning with 4DX Book Study

Using the work and ideas from each of these teams, we are able to positively impact the school culture in various ways. We will analyze data from surveys such as the 5 Essentials to make decisions that are data-driven.

To aid in creating a safe and inviting space for students to learn and lead, we will continue to use Positive Office referrals to encourage students to display the 7 habits of Leader in Me around the school. Crown

Point has and additional school counselors that will work with students to provide classroom Social and Emotional Lessons.

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

Partnerships with both faith-based and business partners will continue to be built and utilized monthly. Currently three faith-based partners have been established and their efforts are being coordinated with admin and teachers at Crown Point. Business partnerships will continue to grown in order to meet the needs and to build community awareness of services to support families.

Crown Point has a SAC and PTA committees that meet once a month with the support of staff from each grade level and the administration. These groups volunteer to support instructional initiative, teachers and staff and enriching students' lives.