

Duval County Public Schools

Crystal Springs Elementary School



2022-23 Schoolwide Improvement Plan

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Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

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

Demographics

Principal: Todd Simpson

Start Date for this Principal: 7/20/2020

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)	100%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: B (54%) 2017-18: B (54%)
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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Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

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

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

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

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
Simpson, Todd	Principal	<ul style="list-style-type: none"> -Manage Resources, which align to positive student outcomes. - Develop high performing teachers, while implementing an effective retention plan. - Develop high performing goals for improvement. - Implement quality standards based instruction as the Learning Leader, as to improve teacher development, which impacts student achievement.
Bell, Melissa	Assistant Principal	<ul style="list-style-type: none"> -Manage Resources, which align to positive student outcomes. - Develop high performing teachers, while implementing an effective retention plan. - Develop high performing goals for improvement. - Implement quality standards based instruction as the Learning Leader, as to improve teacher development, which impacts student achievement.
Bunker, Jill	Assistant Principal	<ul style="list-style-type: none"> -Manage Resources, which align to positive student outcomes. - Develop high performing teachers, while implementing an effective retention plan. - Develop high performing goals for improvement. - Implement quality standards based instruction as the Learning Leader, as to improve teacher development, which impacts student achievement.
Tomlinson, Kimberly	Instructional Technology	<ul style="list-style-type: none"> -Conducts all blended learning testing for the entire school. - Analyzes and disaggregates data for admin, grade levels and individual teachers, as to drive instructional decisions. - Teaches informational technology to students on a rotating schedule, as to make them fully aware of the technology within our school building. In doing this, the teachers know how to integrate more technology effectively because of the students' skill set. - She is the school's media liaison with the district, as she has developed and set-up a Facebook Page, Twitter Account, and she assists the school's Webmaster in updating and developing our school's website, so it can be used effectively.
Gray, Lesli	Other	<ul style="list-style-type: none"> -Manage resources, which align to positive student outcomes in the SLA program. -Supports teachers in and outside of the classroom environment. -Supports admin in developing goals for the SLA program, and more specifically the students' IEP goals for success-SLA environment and students in the REI classrooms.

Name	Position Title	Job Duties and Responsibilities
		-Assists teachers with behavior issues, writing IEP's, organizes the MRT for student services, etc...
Dennis-Gannon, Mary	Math Coach	Support teachers through with Mathematics PD, common planning, small group intervention, analyze and disaggregate schoolwide data, etc.
Christopher, Tiffany		Implement Corrective in Grade 3 for struggling and low performing readers, analyze and disaggregate student data for small group interventions, support centers in the classroom setting, etc.

Demographic Information

Principal start date

Monday 7/20/2020, Todd Simpson

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.*

2

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

60

Total number of students enrolled at the school

900

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

8

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

6

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	135	149	144	135	150	157	0	0	0	0	0	0	0	870
Attendance below 90 percent	0	75	60	50	41	55	0	0	0	0	0	0	0	281
One or more suspensions	0	2	4	8	2	10	0	0	0	0	0	0	0	26
Course failure in ELA	1	6	1	2	1	1	0	0	0	0	0	0	0	12
Course failure in Math	2	4	1	1	1	1	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	33	61	0	0	0	0	0	0	0	104
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	15	42	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	2	25	56	44	15	38	0	0	0	0	0	0	0	180

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	2	29	56	44	15	38	0	0	0	0	0	0	0	184

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	2	4	1	12	0	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/26/2022

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	140	148	136	164	149	211	0	0	0	0	0	0	0	948
Attendance below 90 percent	1	59	50	51	50	69	0	0	0	0	0	0	0	280
One or more suspensions	0	1	3	2	4	8	0	0	0	0	0	0	0	18
Course failure in ELA	0	1	3	1	6	2	0	0	0	0	0	0	0	13
Course failure in Math	0	1	2	1	2	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	26	62	82	61	142	0	0	0	0	0	0	0	373
Level 1 on 2019 statewide FSA Math assessment	1	39	63	74	66	100	0	0	0	0	0	0	0	343
Number of students with a substantial reading deficiency	0	26	62	82	61	142	0	0	0	0	0	0	0	373

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	1	32	66	70	61	109	0	0	0	0	0	0	0	339

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	3	7	12	2	0	0	0	0	0	0	0	25
Students retained two or more times	1	0	0	0	0	2	0	0	0	0	0	0	0	3

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	140	148	136	164	149	211	0	0	0	0	0	0	0	948
Attendance below 90 percent	1	59	50	51	50	69	0	0	0	0	0	0	0	280
One or more suspensions	0	1	3	2	4	8	0	0	0	0	0	0	0	18
Course failure in ELA	0	1	3	1	6	2	0	0	0	0	0	0	0	13
Course failure in Math	0	1	2	1	2	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	26	62	82	61	142	0	0	0	0	0	0	0	373
Level 1 on 2019 statewide FSA Math assessment	1	39	63	74	66	100	0	0	0	0	0	0	0	343
Number of students with a substantial reading deficiency	0	26	62	82	61	142	0	0	0	0	0	0	0	373

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	1	32	66	70	61	109	0	0	0	0	0	0	0	339

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	3	7	12	2	0	0	0	0	0	0	0	25
Students retained two or more times	1	0	0	0	0	2	0	0	0	0	0	0	0	3

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	41%	50%	56%				50%	50%	57%
ELA Learning Gains	52%						55%	56%	58%
ELA Lowest 25th Percentile	43%						47%	50%	53%
Math Achievement	57%	48%	50%				67%	62%	63%
Math Learning Gains	56%						63%	63%	62%
Math Lowest 25th Percentile	49%						40%	52%	51%
Science Achievement	36%	59%	59%				53%	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	53%	51%	2%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	41%	52%	-11%	58%	-17%
Cohort Comparison		-53%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	50%	-4%	56%	-10%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	61%	13%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-74%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	49%	1%	53%	-3%
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	24	38	32	38	48	42	29				
ELL	33	58	45	61	74		32				
ASN	59	45		94	100						
BLK	34	48	42	51	56	44	24				
HSP	41	64	67	54	48	50	27				
MUL	57	62		73	59						
WHT	44	49	27	57	56	52	48				
FRL	39	53	42	52	51	46	34				

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	33	41	46	39	31	13	32				
ELL	31	15		38	46		8				
ASN	62			81							
BLK	35	41	35	45	28	11	30				
HSP	33	36		38	32		29				
MUL	60			67							
WHT	48	45		59	37	18	56				
FRL	40	43	37	49	36	15	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	58	41	47	62	45	39				
ELL	21	46	46	69	68		60				
ASN	64	59		100	82						
BLK	42	47	41	57	58	47	36				
HSP	33	57	50	66	63	31	63				
MUL	48	50		68	77						
WHT	62	63	57	73	63	25	66				
FRL	45	57	50	64	61	36	53				

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
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

For the past few years, we have struggled in the area of ELA in 3rd - 5th grade, as well as the ELA and Math gains for the LPQ students. The trend data indicates that these components of our overall data decreases yearly by several points. One major contributing factor is that too many students are reading below grade level expectations, which negatively impacts them on a test in which all of the questions are written at or above grade level. Our children have difficulty simply decoding words - unable in many cases to utilize simple decoding strategies to attempt reading the words, especially the following subgroups: Blacks, Hispanics, SWD - Students with disabilities and economically disadvantaged.

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

A contributing factor for stagnant and low performance is true implementation of standards based instruction and blended learning performance. The blended learning platform is being underutilized by teachers and many are not effectively using, because they do not use the on time data to develop effective learning paths for students.

Although teachers have become more effective in analyzing and disaggregating data points, developing and implementing learning centers for all leveled learners using blended learning and the teacher led center are areas in which we must improve student performance. The teacher led center must be effectively implemented daily, supporting tiered learners, especially Tier II & III students. As we continue learning about standards in depth through the development of Learning ARCs, this will help us teach standards in depth. Although this may not be a major focus this year, we must endeavor to unpack standards and teach them at depth, as to move the instructional needle for all students, especially during whole group instruction. We can then assess the learning activities and assessments by the standards to ensure students are completing equivalent learning activities during work time.

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

The greatest gap or difference when analyzing our data focuses on the Science proficiency. The Science decreased the most, and our school's data lags behind both district and state data in this area. When developing FCIM plans this year, we must be more intentional and strategic when moving this group of students, to outpace the district and the state. In developing the overall plan, the students must be made aware during data chats where they are and where they need to be by year's end to make adequate growth for improvement. We must also continue to use on time data to create learning paths for improvement through small group, blended learning and intervention groups because we have dropped in science proficiency for the past 3 years.

We will also leverage Title I funding from the Title I grant project to implement salaried personnel for a Guidance Counselor to provide additional support for those students that are having mental health issues - documented and undocumented, habitual behavior issues in which their performance is negatively affected by this behavior and those that have chronic absentee issues. At present, our daily attendance rate is a little over 90%. We need this extra layer of support to help/support these kiddos, because we have too many for 1 guidance counselor. Therefore, we will utilize these funds in this manner to support these students because their academic performance is negatively affected.

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

We improved in the areas of ELA achievement, ELA gains, ELA LPQ gains, Math achievement, Math gains, and Math LPQ gains this year for student performance based upon preliminary FSA scores. However, we are still considerably lower than the district and state goals.

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

We used targeted focus groups that the leadership team and district specialists pulled out for intensive remediation and standards focused instruction that attributed that supported classroom instruction. Acaletics was implemented a little differently in grades 3 - 5, and it proved positive for grades 3 and 4, with 3rd having an increase plus 10 or more and 4th grade an increase plus 5 or more in student proficiency.

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

In order to accelerate learning and improve in every cell, we must implement quality standards based instruction in every classroom, every day. This should correlate to student improvement on district and state testing. Also, improving in the area of student attendance is important, because many students missed 20 or more days this school year. Consistently attending school is one of those important factors for improvement. Analyzing and disaggregating data using on time data to develop effective centers and intensive groups in which students will receive more one-on-one instruction and support from within and outside the classroom setting will support those lower performing learners, as well as those that are close to being proficient. This is most important this year, as this year will be based on proficiency only. Therefore, the strategy will change to "push" those high 2's and low 3's to solid level 3's. We cannot afford to lose ground with the 4's and 5's, either, or it will defeat the purpose of moving the others.

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.

Teachers will receive weekly common planning in which the school's Math and Reading coaches will be analyzing and disaggregating data, implementing Learning ARCs in instruction, so teachers are teaching the depth of the standard, supporting the teachers in implementing quality centers, etc. 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 also be the year of implementing a new ELA curricula in 3rd - 5th and Math curricula in KG - 5th. Therefore, time must be dedicated to the implementation of new curricula at a HIGH level - whole group instruction for all, with an importance on small group instruction - tiered for leveled learners according to FSA performance and other data points to strategically group them accordingly.

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

We will continue the implementation of the 4-step process for improvement, instructional reviews and weekly walkthroughs from the district. These additional services and learning opportunities will help us develop our teachers, sharpening their skill set through meaningful feedback for teacher improvement, which will impact improved student performance on every day learning activities and equivalent learning activities.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

We selected this area as an overall area of focus, because our data has declined the last few years, and the trend continues. This year, our overall achievement was 2% below the district. The gains were tied with the district. Our LPQ gains were 3% higher than the district.

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 standard based instruction in every classroom, every day, and utilize current data throughout the year, then achievement will improve in ELA achievement from 45% to 50%. This is the goal set by the district as well as the personal goal of the school, because it has been a few years since we were at a stable 50% or higher in ELA proficiency.

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 improvement
 - 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 Strategy: Describe the evidence-based strategy being implemented

- Reading Coach, purchased through Title One funds for supporting all grade levels for implementation of core & centers using the Benchmark Advance curricula.
- Reading interventionist in Grade 3 to support Level A & B1 students, utilizing Corrective.
- Paraprofessionals purchased through Title I for working with individual students and one-on-ones during center time.
- Benchmark Advance, LLI Kits (All Levels), Corrective, etc...
- After-School Tutoring

- Media Specialist (50% from Title One) - Implement standards based aligned instruction to support ELA Core.
- Grade level technology platform software (STAR & Achieve 3000) with aligned learning activities.

for this Area of Focus.

- Technology Hardware - Laptops & interactive monitors purchased through Title One to embed within instructional lessons and data reports to use in developing individualized student centers that are data-driven. The iPads will replace depleted laptops to increase blended learning time.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 in this area. 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 and other evidence-based materials. The paras, some which were purchased positions through Title One funds, at the oversight of the Coach/Interventionists, will use during centers. Tutoring will be provided to bubble students during the AM and or PM beginning in Dec/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.

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. 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.
2. Utilize ancillary and technology software materials during centers and intensive small groups to meet the individual needs of students, to help them improve from ALD levels 1 and 2 to at least a level 3. The student individual learning paths support learning for all leveled learners.
3. Secure additional classroom teachers and paras using Title One funding to support improving student achievement through class size amendment and student support.
4. Title One funds will be used to purchase technology in which students will utilize in the classroom setting, forwarding our cause to increase 1 to 1 usage for students for computer based testing and blended learning platforms (Waterford, iReady, S.T.A.R. Study Island & Achieve 3000). These platforms support CORE instruction.

Person Responsible

Jill Bunker (bunkerj@duvalschools.org)

1. 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. Instructional nights, parent conference strategies, 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

Kendra Melendez (melendezk@duvalschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Math proficiency was selected because this has been an area in which we go up and down the most. We have remained between 50 - 60%, just a little lower or a little higher the past 3 years. We did, however, score 7% higher than the district this past school year. The challenging part has been to remain at this level or improve versus going down this school year, which has been our school's identity for overall student performance, no matter the subject - ELA, Math or Science.

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 at each grade level, utilize Acaletics in all 2 - 5 classrooms with fidelity, then we will improve in this area from 58% to 63% on this year's state assessment.

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
 - Data from district assessments
 - Blended learning platforms (Students' performance - fall, winter and spring)

Person responsible for monitoring outcome:

Melissa Bell (bellm2@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

-Implementation of Acaletics, supplementary program to support the core.
 -Assigned paraprofessionals working with small groups during the center rotations.
 -Math Coach
 -AM & PM tutoring using a strategy based focus aligned to what's being taught in the classroom
 -Implement Math technology blended learning platforms and software (iReady, Waterford & Freckle)
 to strengthen basic facts, test taking skills and standards aligned leveled questions

implemented for this Area of Focus. according to students' learning paths during center rotations.
 -Technology Hardware - Laptops, interactive monitors and printer to embed within instructional lessons and data printed data reports to use in developing individualized student centers that are data-driven.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 is purchased through Title One funds will provide Common Planning for teachers, to develop their skill set 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.

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. Implement Acaletics, strategically placing students in leveled groups to receive instruction at least 20 - 30 minutes in grades 2 - 5.
2. Paraprofessionals will work with KG -2nd grade students daily during centers and intensive small groups.
3. 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.
4. 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.

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

1. We will use Title One dollars to fund a Parent Liaison position to build relationships and empower 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. instructional nights, parent conference strategies, provide info for resources in and outside the District, etc...., which provides them the added support needed to help their child be successful in the home-setting.

Person Responsible Kendra Melendez (melendezk@duvalschools.org)

#3. Instructional Practice specifically relating to Science

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

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 align to student performance on the FSA. We have dropped from being a little over 50% to less than 35% proficiency in this 3-year span. Therefore, this is a very critical area, which will yield points needed for the overall success of CSE, because we can become a higher performing C school or a low B school this year, as a result of increased performance on NGSSS.

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 & a strategically focused center time for tiered level learners, then our Science performance on this year's state assessment will increase from less than 35% to 50%.

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
- Reflect on teaching practice using quick glance data points and student performance - learning activities and assessments.

Person responsible for monitoring outcome:

Todd Simpson (simpson@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

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 during every unit of study is most important to students' learning.

implemented for this Area of Focus.

Rationale for Evidence-

based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this 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 - proficiency or not proficient. It all goes hand in hand, so ongoing teaching of those effective reading strategies is most important.

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 Science Specialists will operate Common Planning sessions for 3rd - 5th grade 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.
- Admin, the Specialist and/or Exec Director will conduct walkthroughs to ensure science is being implemented with fidelity.
- Admin and the Specialist will triangulate current data points to to appropriately place students in support groups for Tier I and II supports as to impact student performance on assessments, learning activities and eventually state testing.
- Provide teachers effective feedback through determined next steps from walkthroughs, formals and informals.

Person

Responsible [no one identified]

#4. 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.

Using I-Ready End of Year data, Currently, K has 5/7 classes with 50% or higher proficiency in ELA and 2/7 with 50% or higher in Math. 1st has 1/7 classes with 50% or higher proficiency in ELA and 2/7 with 50% or higher in Math. 2nd has 1/7 class with 50% or higher proficiency in ELA and 3/7 with 50% or higher in Math. Therefore, the percentages are decreasing as the students move through these grade levels, which impacts student performance on state testing beginning in 3rd, because the gaps have only increased versus decreased.

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

The targeted proficiency for all primary teachers is to be 50% or higher, per class, in both Math and Reading performance on blended learning programs by the year's end. Student performance should increase throughout the year, as indicated by classroom assessments, learning activities and eventually blended learning platform performance.

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

Ongoing progress monitoring through district provided summative assessments, and Waterford & IReady diagnostics that are completed throughout the school year. Progress will be monitored by PM's and the school plans to be implemented by designated paraprofessionals for ELA & Math support for all K, 1 and 2 LPQ students. These groups are becoming increasingly larger by the year. Therefore, we will FOCUS on decreasing this gap beginning at KG, in hopes of the decreased LPQ cell in 1st and 2nd grade.

Person responsible for monitoring outcome:

Todd Simpson (simpson@duvalschools.org)

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

- Use CPs to provide training on Benchmarks and how they are implemented thorough using the curricula.
- Use appendix items, which will help guide with data norms and increased performance.
- Use and implement information provided from the FLDOE and district to assist in guiding teacher practice with implementation, i.e., Curriculum Guides, ALDs, etc.
- All teachers will be trained for full, effective implementation of new curricula, and it will continue throughout the year in CP sessions.
- Conduct Benchmark Based Walkthroughs for HE indicator performance for struggling teachers - core & centers.

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

Understanding grade level expectations and where they want to go, help teachers with beginning with the End in Mind (UBD strategy). This will assist us with understanding the depth of the standard, consistently and effectively implementing quality instruction at the proficiency level or higher. This will also educate and empower all teachers to design quality, equivalent learning activities and assessments, which mirror the PM, Waterford and iReady, etc.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

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

- Provide teachers with copies of the B.E.S.T. Standards and implement learning sessions for unpacking standards for teacher development and understanding.
- Provide training on the layout of the CORE and how to quickly find resources embedded in the document, which will allow teachers to design quality lesson plans for student learning.
- During weekly CP sessions, review focused benchmarks and those supporting standards that teachers will focus on throughout the week. Begin lesson planning with the end in mind - the Benchmark.
- Ensure there is full alignment between the implementation of quality planning, implementation of CORE, learning activities and the ending assessment/exit ticket. The What and the Why must be answered in the plan for improved implementation of CORE & centers.
- Utilize Title One funding for the Media Specialist, who will support classroom instruction by focusing on ELA Benchmarks during the instructional component of media visits.

Person Responsible Todd Simpson (simpson@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

K had an overall ELA proficiency of 71%, 1st grade had 14% proficiency and 2nd grade was 14% proficient as determined by I-Ready End of Year diagnostic data. Trend data has indicated that the level

of proficient students has consistently decreased in 1st and 2nd grade. In addition to this data point, the teachers utilize ongoing iReady data from completed lessons and Running Records in KG.

Therefore, we had to develop a different plan for improvement in grades K - 2. To increase proficiency in grades K - 2, paraprofessionals will be assigned to grades K, 1 and 2 this year, with a focus on working with non-proficient students in remedial reading skills and phonics skills during small groups. We will also have a paraprofessional pulling small groups to implement LLI for non-proficient students, also.

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

In grades 3 - 5, we have 45% of our students at proficiency. This number has decreased the past 3 years, but it has always been between 40 - 55% proficiency prior to the consistent slide the past 3 years and/or it has been inconsistent. We also used the S.T.A.R. assessment, Achieve 3000 and PMAs to help inform us of sound instructional decisions.

The instructional focus 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). Small group resources may include LLI, test taking strategies and implementation of B.E.S.T. standards remediation during centers. We will be developing a more effective plan for remediating and solidifying the ELA base of students during center rotations. This year, we have hired an interventionist as a corrective instructor who will pull ALL level A's and B1s for corrective during center time, so the teachers can focus on strong B1s and B2s.

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)

If the students receive quality instruction aligned to the new 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 of the F.A.S.T. assessment and/or the Waterford assessment in KG. This will eventually lead to stronger readers, which will reduce the number of struggling readers in 3rd grade, which are placed in Corrective, with 50% or more performing at or above grade level on the end of the year F.A.S.T. testing at each grade level.

Grades 3-5: Measureable Outcome(s)

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 F.A.S.T. assessment in grades 3 - 5. 50% or more will also increase their lexile on the achieve test, as to be at grade level or above on the spring assessment.

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.

- Classroom Walkthroughs using the Benchmark Walkthrough Tool.
- Effectively developed lesson plans being implemented at a very high level.
- 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, simpson@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?

- Implementation of the new curricula, Benchmark Advance - aligned to B.E.S.T.
- Corrective for 3rd Grade intensive remediation during centers
- LLI for KG and 1st graders, small group instruction
- Guided Reading for independent centers
- UFLI, a Phonics based program developed by the Univ of FL for KG - 2nd grade, will be implemented in Oct

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?

Students must be given consistent opportunities to work on grade appropriate assignments. Teachers must hold them accountable for the completion of these assignments at the proficiency level or higher. This must be done consistently with utilizing evidenced based programs/practices.

- The Benchmark Advance correlates to the new Benchmarks, so students are receiving quality instruction based upon the state's Benchmarks (standards)
- Corrective and LLI are are systematic programs for overall reading improvement. LLI is a short term, intensive small group program for struggling readers. Corrective is a direct instruction remedial program, which support students that are having difficulties in decoding and comprehension.
- UFLI is a new phonics based program through the University of Florida that supports struggling readers in grades K-2 with phonological awareness using background knowledge.

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
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The literacy leadership team focused on quick glance data and trend data to determine next steps for reading improvement. They will continue looking at all data points throughout this year to increase the number of proficient students at each grade level to 50% or above. 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 in KG. 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.

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Through the Literacy Leadership, we will also FOCUS on Coaching and Professional Learning. Based upon data and class visits, Admin will provide support for those teachers via coaching from the ELA Coach. This support and observations will lead to more support during Common Planning, also. Therefore, teachers will receive professional learning during CP and on Early Dismissal days during ED trainings from the district as well as the school based coach, because teacher development and learning will impact quality instruction, which impacts student achievement. Admin and Coaches will monitor this action step for implementation, as it should be seen throughout instruction - CORE and CENTERS (Tchr Led)

Simpson, Todd,
simpson@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.

We continually build a positive environment by providing an open and inviting school environment to all our stakeholders through nightly learning activities, participation in SAC, volunteerism throughout the school and monthly planned activities through our Parent Resource Room, in which the Parent Liaison operates for our school. We provide monthly activities to educate and empower our parents, which include resource offerings, nightly activities and activities provided by the district to support our parents in the home setting, which are held in the AM and PM. We also conduct activities off campus to build community by working with our faith based partners, especially Rise Church. We conduct at least two events each year off site, as to build community with our students from all of our neighborhoods. We also conduct a winter carnival in which we not only connect with our school community, but we invite all our business partners and faith based partners to be a part of the event. These activities allow us to build community between school, neighborhood business partners and faith based partnerships. This is Year III for the implementation of Calm Classrooms at every grade level. We will continue with this program, as to reduce the number of referrals and student misbehavior in the classroom setting. We will be strengthening our monthly character education program, also. The school counselor will build this program with more student and parent involvement. This will continually build a positive environment within the building, as our students will not only recognize their behavior, but they will be empowered to make better choices, which will positively impact the overall behavior and interactions within our school environment.

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

Everyone is responsible for developing a positive school culture at Crystal Springs Elementary. This includes, but isn't limited to the administration, faculty, support staff, parents and students. We have also garnered the support of our faith based partners to help us develop this culture through incentives, mentoring and becoming members of our SAC. No one is left out of the equation, because it takes everyone to make our good school a great school. We will be implementing THRIVE at Crystal Springs this year. THRIVE will increase the identification of student mental health concerns, increase referrals for support, decrease students' emotional and behavior problems and improve the overall school climate, as measured by the schools 5-Essentials data. Our goal is always to have at least 50% of our school body to rate our school as being safe by all 4th and 5th graders. At present, we are at 26%. Although this is an increase from 19% the previous year, we are well below the intended goal of providing a very safe and supportive environment for our students. We desire to build upon our previous work and move from just GOOD to GREAT.