Crookshank Elementary School

2021-22 Schoolwide Improvement Plan

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Crookshank Elementary School

1455 N WHITNEY ST, St Augustine, FL 32084

http://www-ces.stjohns.k12.fl.us/

Demographics

Principal: Bethany Nelson Mitidieri

Start Date for this Principal: 7/30/2021

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: C (48%) 2016-17: C (52%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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 St. Johns 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.](http://www.floridacims.org)

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of the St. Johns County School District is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.
The Mission of John A. Crookshank Elementary School: Our professional learning community at John A. Crookshank Elementary School is dedicated to the development of students' academic, social, and emotional well-being. We will plan purposeful lessons and instruct standards using best practices, so all students are equipped with a growth mind-set and the skills necessary to address and overcome challenges they may face in their future.

Provide the school's vision statement.

John A. Crookshank Elementary School faculty and staff members believe working together, we all succeed.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Mitidieri, Bethany	Principal	Mrs. Mitidieri is responsible for the maintaining a safe and orderly learning environment for all students, implementation of school-wide instruction for students, the school's budget, hiring of instructional and non-instructional personnel, the School Improvement Plan, PTO, School Advisory Council, building and maintaining community partnerships, and teacher observations.
Thomas, Christi	Assistant Principal	Ms. Thomas is responsible for serving as the LEA for PK-2nd Grade, MTSSS/RtI for PK-2nd Grade, Teacher Observations, Textbooks, Intern Placements, overseeing the Principal's Math Club, and overseeing the Summer Reading Program.
Garner-Kling, Gwendolyn	Assistant Principal	Ms. Kling is responsible for serving as the LEA for 3rd-5th Grade, MTSSS/RtI for 3rd-5th Grade, Teacher Observations, Assignment of Duties to Staff, School Schedules, Data Collection and Disaggregation, Coordinate the 5th Grade Awards Ceremony, and oversee the Summer Reading Program.
Benoit, Bailey	Guidance Counselor	Ms. Benoit is responsible for 504 Plans, FSA/FCAT Testing, CELLA/ESOL Testing, Classroom Guidance Lessons, Mental Health-Social/Emotional Groups for students, Parent Resource-Migrant/Caretakers, Oversee Food 4 Kids programs, K-Kids, Holiday Food/Gifts for Families, Community Outreach-DCF/CHS, Attendance Concerns and Celebrations.
Johnson, Joelle	Instructional Coach	Ms. Johnson is responsible for Teacher Coaching, Staff Professional Development, assist with Testing, Support the PLC process by meeting weekly with Grade Level Teams, Curriculum Support, LLI & SIPPS Trainer, Facilitate the New Teacher Cadre, and Coordinate the Spelling Bee and Tropicana Speeches
Martin, Anna	Psychologist	Ms. Martin is responsible for the collecting and analyzing evaluation data for students and interpreting the results for educators and parents during IEP meetings and for MTSS Meetings, as well as academic and behavior intervention for students on RtI plans. She also serves on the IEP and MTSS/Problem Solving team.
Orta, Adriana	Instructional Coach	Ms. Orta is responsible for Teacher Coaching, Staff Professional Development, assist with Testing, Support

Name	Title	Job Duties and Responsibilities
		the PLC process by meeting weekly with Grade Level Teams, Curriculum Support, LLI & SIPPS Trainer, Facilitate the New Teacher Cadre, and Coordinate the Spelling Bee and Tropicana Speeches. She also coordinates and ensures fidelity with the MTSS process.
Acs, Tara	Behavior Specialist	Ms. Acs is responsible for the School-wide Discipline, overseeing the Character Counts! Program, PBIS Lead, CRISIS Team Lead, MTSS/RtI Behavior Plans, Bullying Reports, Cafeteria Supervision for Lunch, Bus Arrivals/ Dismissals.

Demographic Information

Principal start date

Friday 7/30/2021, Bethany Nelson Mitidieri

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

709

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

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

8

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	116	119	88	115	105	118	0	0	0	0	0	0	0	661
Attendance below 90 percent	30	17	19	13	20	35	0	0	0	0	0	0	0	134
One or more suspensions	7	8	2	7	12	25	0	0	0	0	0	0	0	61
Course failure in ELA	0	0	0	9	12	16	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	22	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	14	18	0	0	0	0	0	0	0	0	0	35

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	6	4	5	12	16	31	0	0	0	0	0	0	0	74

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	5	11	16	17	17	18	0	0	0	0	0	0	0	84
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 8/25/2021

2020-21 - As Reported

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	130	112	114	114	125	116	0	0	0	0	0	0	0	711
Attendance below 90 percent	13	9	6	8	9	6	0	0	0	0	0	0	0	51
One or more suspensions	7	6	1	6	22	14	0	0	0	0	0	0	0	56
Course failure in ELA	0	0	0	11	18	8	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	11	18	8	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	8	24	43	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide Math assessment	0	0	0	8	24	43	0	0	0	0	0	0	0	75
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	12	18	12	0	0	0	0	0	0	0	47

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	6	8	3	3	2	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

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	130	112	114	114	125	116	0	0	0	0	0	0	0	711
Attendance below 90 percent	13	9	6	8	9	6	0	0	0	0	0	0	0	51
One or more suspensions	7	6	1	6	22	14	0	0	0	0	0	0	0	56
Course failure in ELA	0	0	0	11	18	8	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	11	18	8	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	8	24	43	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide Math assessment	0	0	0	8	24	43	0	0	0	0	0	0	0	75
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	2	12	18	12	0	0	0	0	0	0	0	47

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	6	8	3	3	2	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%			50%	75%	57%	49%	72%	56%
ELA Learning Gains	59%			50%	67%	58%	54%	59%	55%
ELA Lowest 25th Percentile	68%			44%	59%	53%	45%	50%	48%
Math Achievement	64%			57%	77%	63%	57%	77%	62%
Math Learning Gains	52%			50%	69%	62%	54%	67%	59%
Math Lowest 25th Percentile	39%			40%	59%	51%	28%	58%	47%
Science Achievement	37%			50%	72%	53%	49%	68%	55%

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
03	2021					
	2019	55%	78%	-23%	58%	-3%
Cohort Comparison						
04	2021					
	2019	45%	77%	-32%	58%	-13%
Cohort Comparison		-55%				
05	2021					
	2019	52%	76%	-24%	56%	-4%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	82%	-17%	62%	3%
Cohort Comparison						
04	2021					
	2019	49%	82%	-33%	64%	-15%
Cohort Comparison		-65%				
05	2021					
	2019	57%	80%	-23%	60%	-3%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	73%	-23%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready data.
Fall = percent of students Early on Grade Level or above.
Winter = percent of students Mid On Grade Level or above.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	27	
	Economically Disadvantaged			
	Students With Disabilities	6	7	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	12	
	Economically Disadvantaged			
	Students With Disabilities	8	3	
	English Language Learners			

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	36	
	Economically Disadvantaged			
	Students With Disabilities	10	20	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	16	
	Economically Disadvantaged			
	Students With Disabilities	4	17	
	English Language Learners			

Grade 3			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	32	
	Economically Disadvantaged			
	Students With Disabilities	32	14	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	18	
	Economically Disadvantaged			
	Students With Disabilities	4	7	
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	33	
	Economically Disadvantaged			
	Students With Disabilities	15	9	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	18	
	Economically Disadvantaged			
	Students With Disabilities	18	11	
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	16	
	Economically Disadvantaged			
	Students With Disabilities	17	5	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	18	
	Economically Disadvantaged			
	Students With Disabilities	8	8	
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	35	46	68	47	44	33	20				
ELL	39			50							
BLK	35	42		40	21	21	4				
HSP	53	70		56	50		45				
MUL	70			40							
WHT	70	66	67	76	64		51				
FRL	48	44	47	53	39	30	21				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	16	28	36	28	38	40	17				
ELL	33			67							
BLK	32	37	37	39	44	35	25				
HSP	51	62		63	59		69				
WHT	57	51	47	62	48	38	58				
FRL	42	46	41	49	48	42	46				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	22	44	42	29	39	24	19				
BLK	30	53	43	43	45	21	24				
HSP	62	46		59	58						
WHT	54	55	46	61	56	26	59				
FRL	41	52	45	49	47	24	44				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	66
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

Our Math Lowest Quartile is the lowest performing area for our school. This has been the case for the past several years. Our students continue to struggle with math fluency and other math foundation skills. We believe the implementation of new curriculum was also a contributing factor. We also noticed that our Science proficiency continues to decline. A particular area of concern is the ESSA sub group of SWD.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

There are two areas that tied for the greatest decline from the prior year: ELA Learning Gains and Math Learning Gains. Our students continue to struggle with phonics, reading comprehension, and vocabulary. We also noticed that our Science proficiency continues to decline. A particular area of concern is the ESSA sub group of SWD.

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 area with the greatest gap, compared to the state is the Math Learning Gains. Our students continue to struggle with math fluency and other math foundation skills. Contributing factors include lack of readiness and basic skills, deficits in Reading which impact Math problem solving and lack of clarity and focus with interventions. Also, SWD were grouped according to grade level rather than instructional reading level.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improved area in our school was the Math Learning Gains of the Lowest Quartile.

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

Teachers received professional development on working with students in small groups for math instruction. Students were also given access to a diagnostic, individual computer program to address deficits and fill in learning gaps.

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

Students will continue to receive small group instruction in areas of need to accelerate the learning. Teachers will also analyze standards analysis using district developed CFQ's.

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 be given PD on Instructional groupings using iReady data and resources and also will receive PD on utilizing the data and reteach opportunities using the district CFQ's. We will als restructure the way we deliver service to our students with disabilities to be more specific and intentional about grouping them according to their instructional Reading level.

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

Student progress will be closely monitored by administration and small groups will be adjusted to meet the needs of students. Each grade level will flexibly group students in order to more specifically and intentionally address areas of deficit.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	An area of focus is the ELA Learning Gains. According to the 2019 FSA data, 50% of 3rd-5th grade students at John A. Crookshank Elementary School demonstrated learning gains in ELA and 44% of the lowest quartile students made learning gains in ELA.
Measureable Outcome:	In 2022, 65% of students will demonstrate learning gains in ELA.
Monitoring:	Administration will monitor effectiveness by attending grade level PLCs, tracking student data, and tracking teacher observations and deliberate practice plan reflections. The Content Area Specialists Team (CAST) will monitor effectiveness by meeting with administration to continuously analyze teaching practices in the building. Throughout the year, the administration will track iReady ELA data with the 2022 ELA FSA data being used as our final indicator.
Person responsible for monitoring outcome:	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)
Evidence-based Strategy:	We are training teachers on evidence based interventions and the use instructional groupings to fill gaps in learning. Teachers are also receiving training on common formative assessments by the district CAST team.
Rationale for Evidence-based Strategy:	The rationale for these strategies are that they will help teachers identify gaps in learning in order to remediate areas of weakness.

Action Steps to Implement

Staff development on Professional Learning Communities.

Person Responsible	Gwendolyn Garner-Kling (gwendolyn.garner-kling@stjohns.k12.fl.us)

Staff development on unpacking ELA standards.

Person Responsible	Adriana Orta (adriana.orta@stjohns.k12.fl.us)

Staff development on common assessments, and using data to drive small group instruction.

Person Responsible	Gwendolyn Garner-Kling (gwendolyn.garner-kling@stjohns.k12.fl.us)

Staff development on tracking and using data to guide instruction and intervention.

Person Responsible	Gwendolyn Garner-Kling (gwendolyn.garner-kling@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Learning Gains is an area of focus. According to the 2019 FSA data, 50% of 3rd-5th grade students demonstrated learning gains and 40% of the lowest quartile students made learning gains in math.
Measureable Outcome:	In 2022, 60% of the students will demonstrate learning gains in math and 50% of students in the lowest 25% will make learning gains as measured by the Math FSA.
Monitoring:	Administration will monitor effectiveness by attending grade level PLCs, tracking student data, and tracking teacher observations and deliberate practice plan reflections. The Content Area Specialists Team (CAST) will monitor effectiveness by meeting with administration to continuously analyze teaching practices in the building. Throughout the year, the administration will track iReady Math data with the 2022 Math FSA data being used as our final indicator.
Person responsible for monitoring outcome:	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)
Evidence-based Strategy:	Teachers will be trained on disaggregating formative assessment data and how to flexibly group students to best meet their instructional needs.
Rationale for Evidence-based Strategy:	Teachers need to be more focused and intentional about understanding and identifying areas of learning gaps in order to remediate them.

Action Steps to Implement

Staff development on Professional Learning Communities.

Person Responsible	Christi Thomas (christi.thomas@stjohns.k12.fl.us)

Staff development on unpacking Florida Math standards.

Person Responsible	Joelle Johnson (joelle.johnson@stjohns.k12.fl.us)

Staff development on common assessments, and using data to drive small group instruction.

Person Responsible	Christi Thomas (christi.thomas@stjohns.k12.fl.us)

Staff development on tracking and using data to guide instruction and intervention.

Person Responsible	Christi Thomas (christi.thomas@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	To reduce the number of referrals and suspensions, the school will implement a positive behavior programs call P.A.W.S.
Measureable Outcome:	Referrals will be reduced by 50% in the 2021-2022 school year
Monitoring:	Administration will monitor the referral data
Person responsible for monitoring outcome:	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)
Evidence-based Strategy:	Administration will monitor suspension and referral data and encourage staff to build strong, positive relationships with all stakeholders.
Rationale for Evidence-based Strategy:	Students at Crookshank have been exposed to trauma and as a result sometimes struggle with forming relationships. This gives them a positive, nurturing outlet.

Action Steps to Implement

Weekly lunch bunch groups for social emotional learning and well being.

Person Responsible   Bailey Benoit (bailey.benoit@stjohns.k12.fl.us)

School wide PBS celebrations each quarter

Person Responsible   Christi Thomas (christi.thomas@stjohns.k12.fl.us)

Quarterly awards celebration to recognize academic achievement, growth mindset, community service and character development.

Person Responsible   Gwendolyn Garner-Kling (gwendolyn.garner-kling@stjohns.k12.fl.us)

In class coaching on behavior management strategies to prevent students from missing key instruction.

Person Responsible   Tara Acs (tara.acs@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	An area of focus is the ESSA Subgroup: Students with Disabilities. According to the 2019 FSA data, 16% of 3rd-5th grade SWD demonstrated proficiency in ELA, 28% of 3rd-5th grade SWD demonstrated learning gains in ELA, and 36% of 3rd-5th grade SWD in the lowest quartile demonstrated learning gains in ELA at John A. Crookshank Elementary School.
Measureable Outcome:	In 2022, 60% of the SWD will demonstrate proficiency and learning gains in ELA as measured by the ELA and Math FSA.
Monitoring:	Administration will monitor effectiveness by attending grade level PLCs, tracking student data, and tracking teacher observations and deliberate practice plan reflections. The Content Area Specialists Team (CAST) will monitor effectiveness by meeting with administration to continuously analyze teaching practices in the building. Throughout the year, the administration will track iReady ELA diagnostic data with the 2022 ELA FSA data being used as our final indicator for SWD performance. We will also review quarterly interims and report cards to monitor SWD progress.
Person responsible for monitoring outcome:	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)
Evidence-based Strategy:	We will intentionally group students according to instructional reading level using researched based, multi- sensory Reading interventions. Students will be grouped according to need rather than grade level.
Rationale for Evidence-based Strategy:	Students at different instructional reading levels require different techniques to fill gaps.

Action Steps to Implement

1. Staff development on Professional Learning Communities.

Person Responsible	Gwendolyn Garner-Kling (gwendolyn.garner-kling@stjohns.k12.fl.us)

2. Staff development on unpacking Florida ELA standards.

Person Responsible	Adriana Orta (adriana.orta@stjohns.k12.fl.us)

3. Staff development on common assessments, and using data to drive small group instruction.

Person Responsible	Joelle Johnson (joelle.johnson@stjohns.k12.fl.us)

4. Staff development on tracking and using data to guide instruction and intervention.

Person Responsible	Christi Thomas (christi.thomas@stjohns.k12.fl.us)

Staff development on Guided Reading and researched based interventions.

Person Responsible	Adriana Orta (adriana.orta@stjohns.k12.fl.us)

#5. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	An area of focus is the ESSA Subgroup: Black/African American Students. According to the 2019 FSA data, 32% of 3rd-5th grade Black/African American students demonstrated proficiency in ELA, 37% of 3rd-5th grade Black/African American students demonstrated learning gains in ELA, and 37% of 3rd-5th grade Black/African American students in the lowest quartile demonstrated learning gains in ELA at John A. Crookshank Elementary School.
Measureable Outcome:	In 2022, 60% of the Black/African American Students will demonstrate proficiency and learning gains in ELA as measured by the ELA FSA.
Monitoring:	Administration will monitor effectiveness by attending grade level PLCs, tracking student data, and tracking teacher observations and deliberate practice plan reflections. The Content Area Specialists Team (CAST) will monitor effectiveness by meeting with administration to continuously analyze teaching practices in the building. Throughout the year, the administration will track iReady ELA diagnostic data with the 2022 ELA FSA data being used as our final indicator for our Black/African American students' performance. We will also review quarterly interims and report cards to monitor our Black/African American students' progress.
Person responsible for monitoring outcome:	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)
Evidence-based Strategy:	We will intentionally group students according to instructional reading level using researched based, multi- sensory Reading interventions. Students will be grouped according to need rather than grade level.
Rationale for Evidence-based Strategy:	Students at different instructional reading levels require different techniques to fill gaps.

Action Steps to Implement	
CORE Team book study on how to inspire and motivate African American males	
Person Responsible	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)
1. Staff development on Professional Learning Communities.	
Person Responsible	Gwendolyn Garner-Kling (gwendolyn.garner-kling@stjohns.k12.fl.us)
4. Staff development on tracking and using data to guide instruction and intervention.	
Person Responsible	Christi Thomas (christi.thomas@stjohns.k12.fl.us)
Closely monitoring the academic progress and discipline data of Black/African American Students in grades 3-5.	
Person Responsible	Bethany Mitidieri (bethany.mitidieri@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The focus will be for students to remain in class and feel valued and safe. The CORE leadership team will closely monitor discipline data and provide opportunities for extra curricular and social emotional learning opportunities to students such as basketball, lunch bunches, daily motivational messages and mentoring.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

A major focus at Crookshank Elementary School is building positive student relationships. Some of our students have endured emotional, verbal, and physical abuse. We believe in building a strong sense of belonging and community for our students. Students at our school know they are safe and cared for. We build upon the foundation of strong student relationships. We also teacher children the importance of perseverance and a growth mindset. That is how we are able to focus on academics.

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

We also involve all stakeholders and give them a voice in our school. We continue to share information via the School Message Alert System, our website, newsletters, parent-teacher conferences, Family Spirit Nights (through our PTO), surveys, conversations, and meetings. We believe it takes a village to raise a child" and how important it is to form strong relationships with parents, faculty & staff, administration, district office staff, as well community partners.