CROOKSHANK ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The professional learning community at John A. Crookshank Elementary School is dedicated to collaboration in developing purposeful instructional delivery models. We work together to create intentional learning opportunities that develop the whole child and provide our students with the foundational skills and growth mindset to be both academically and socially emotionally successful. We celebrate individual accomplishments, value diversity, respect exceptionalities, and partner with our families to meet the unique needs of each student.

Provide the school's vision statement

To develop lifelong learners, nurturing collaborative critical thinkers.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Patrick Roach

Position Title
Principal

Job Duties and Responsibilities

Patrick Roach 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, facilities and operational decisions, hiring of instructional and noninstructional personnel, the School Improvement Plan, PTO, School Advisory Council, building and maintaining community partnerships, teacher observations and MTSS/RtI 4th-5th, PLC 4th-5th. All other duties as they apply.

Leadership Team Member #2

Employee's Name
Ashley Torrente

Position Title
Assistant Principal

Job Duties and Responsibilities

Ashley Torrente is responsible for serving as the co-LEA for CES. She is the point of contact administrator for 2nd-3rd MTSS/RtI, PLC, Teacher Observations, Textbooks, Intern Placements, School Safety, Paraprofessionals, the collection, disaggregation and analysis of school-wide data, PBIS, Behavior, Threat Team – Chair, Duty Schedules, 2nd-3rd Testing.

Leadership Team Member #3

Employee's Name
Patricia McMahon

Position Title
Assistant Principal

Job Duties and Responsibilities

Tish McMahon is responsible for serving as the LEA for PK- 5th Grade, point of contact for PK-1 MTSSS/RtI, PLC, Teacher Observations, Textbooks, Intern Placements, overseeing the Summer Reading Program, School Safety, ESE Paraprofessionals, Data Collection and Disaggregation, School Safety, Title I Representative, Behavior, Threat Team, Transportation, Maintenance, Substitutes and FAA Testing.

Leadership Team Member #4

Employee's Name
Adriana Orta

Position Title
K-2 Instructional Literacy Coach

Job Duties and Responsibilities

Adriana Orta is responsible for Teacher Coaching, Staff Professional Development, assist with K-2 Testing, supports the PLC process by attending weekly meetings with Grade Level Teams K-2, Curriculum Support, LLI & SIPPS Trainer, Facilitate and coordinate the Spelling Bee. She also coordinates and ensures implementation fidelity with our MTSS/RtI plans. MTSS/RtI Grades K-2, test scheduling, coaching cycles and volunteer tutoring coordinator.

Leadership Team Member #5

Employee's Name
Joelle Johnson

Position Title
3rd-5th Instructional Literacy Coach

Job Duties and Responsibilities

Joelle Johnson is responsible for Teacher Coaching, Staff Professional Development, Testing Coordinator 3rd-5th, supports the PLC process by meeting weekly with Grade Level Teams 3rd-5th. Curriculum Support, LLI & SIPPS Trainer, coaching cycles 3rd-5th, facilitate trainings for Schoology & Performance Matters, and Coordinate the Spelling Bee.

Leadership Team Member #6

Employee's Name
Bailey Benoit

Position Title
School Counselor

Job Duties and Responsibilities

Bailey Benoit is responsible for 504 Plans, FAST - NGSS Testing, CELLA/ESOL Testing, Classroom Guidance Lessons, Mental Health-Social/Emotional Groups for students, Behavior Intervention Parent Resource-Migrant/Caretakers, Oversee Food 4 Kids programs, K-Kids, Holiday Food/Gifts for Families, Community Outreach- DCF/CHS, Attendance/Truancy meetings, support partnerships coordinate.

Leadership Team Member #7

Employee's Name
Anna Martin

Position Title
School Psychologist

Job Duties and Responsibilities

Anna 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. Assists with creating academic and behavior interventions for students on RtI plans. She also serves on the IEP, MTSS/Problem Solving team, Retention Team and Threat Management Team.

Leadership Team Member #8

Employee's Name
Dawn Smythe

Position Title

Behavior Interventionist

Job Duties and Responsibilities

Dawn Smythe is the point of contact for all student behavior, teacher support, PBIS team, small group counseling, school safety, transportation support.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

As a leadership team, we spend time at the end of the previous school year (23-24) and during summer discussing our school wide data, both current and historical, needs of students, service models and then map out our strategic plan. We bring in teachers/staff to discuss the implementation of the plan, next steps and services to meet our school wide goals. In May, parents and families get the opportunity to voice their input through SAC participation. Stakeholders' input is used to determine the best use of tangible and human resources to meet the needs of our students and move towards meeting our school wide goals.

SIP Monitoring

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

The goals, implementation plan and effectiveness of the plan will be embedded in our weekly CORE meetings. We will also include parents and families in the monitoring piece which will include two feedback surveys during the year. Data, including our ESSA subgroups Students with Disabilities (SWD) and African American, as it relates to the SIP will be discussed in our weekly grade level PLC(s). We will conduct three teacher data chats, September/October, January and March. At these meetings, all students' (including subgroups) data will be discussed. We have restructured our ESE services to include a combination of both support facilitation push in and pull out services. We will meet weekly with the ESE team to discuss trends and students' response to the new delivery system.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**42.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	27	28	20	16	25	28	0	0	0	144
One or more suspensions	7	3	2	2	7	12	0	0	0	33
Course failure in English Language Arts (ELA)	0	0	0	3	7	6	0	0	0	16
Course failure in Math										0
Level 1 on statewide ELA assessment				4	6	13				23
Level 1 on statewide Math assessment				1	13	13				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	38	38	36						115
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2		31	7	32					72

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	7	8	11	8				39

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	3	1	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	28	27	23	12	24	20				134
One or more suspensions	3	6	2	2	6	8				27
Course failure in ELA				3	8	9				20
Course failure in Math										0
Level 1 on statewide ELA assessment				20	14	19				53
Level 1 on statewide Math assessment				24	20	29				73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	28	28	29						160

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	1	3	11	9				28

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	3	2						9
Students retained two or more times										0

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	56	73	57	53	70	53	60	74	56
ELA Grade 3 Achievement **	58	76	58	53	73	53			
ELA Learning Gains	60	66	60				60		
ELA Learning Gains Lowest 25%	59	53	57				50		
Math Achievement *	59	76	62	55	73	59	64	50	50
Math Learning Gains	60	67	62				60		
Math Learning Gains Lowest 25%	56	53	52				48		
Science Achievement *	51	69	57	49	69	54	50	77	59
Social Studies Achievement *								69	64
Middle School Acceleration							54	54	52
Graduation Rate								69	50
College and Career Readiness									80
ELP Progress	64	61		66	66	59			

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	459
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	53%	56%	55%		49%	48%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	35%	Yes	5	
Black/African American Students	39%	Yes	2	
Hispanic Students	63%	No		
Multiracial Students	74%	No		
White Students	63%	No		
Economically Disadvantaged Students	51%	No		

		2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	21%	Yes	4	1
Black/African	33%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
American Students				
Hispanic Students	50%	No		
Multiracial Students	60%	No		
White Students	59%	No		
Economically Disadvantaged Students	48%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	3	
English Language Learners	25%	Yes	1	1
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	53%	No		
Multiracial Students	70%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	58%	60%	59%	59%	60%	56%	51%					
Students With Disabilities	26%	22%	47%	52%	27%	35%	48%	23%					
Black/African American Students	33%	42%	43%	44%	43%	46%	27%	32%					
Hispanic Students	65%		75%		58%	70%		45%					
Multiracial Students	71%		91%		59%	73%							
White Students	61%	65%	59%	65%	65%	62%	65%	60%					
Economically Disadvantaged Students	49%	48%	60%	59%	55%	56%	45%	36%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%	53%			55%			49%					
Students With Disabilities	23%	22%			28%			12%					
Black/African American Students	29%	30%			38%			35%					
Hispanic Students	55%	64%			48%			33%					
Multiracial Students	67%				52%								
White Students	59%	55%			63%			59%					
Economically Disadvantaged Students	47%	50%			51%			43%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		60%	50%	64%	60%	48%	50%					
Students With Disabilities	36%		38%	32%	46%	46%	33%	24%					
English Language Learners	8%				42%								
Native American Students													
Asian Students													
Black/African American Students	39%		44%	44%	51%	45%	42%	20%					
Hispanic Students	42%		53%	48%	48%	65%		58%					
Multiracial Students	67%				73%								
Pacific Islander Students													
White Students	70%		67%	52%	71%	65%	48%	58%					
Economically Disadvantaged Students	53%		56%	48%	61%	61%	48%	48%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	76%	-17%	55%	4%
Ela	4	62%	72%	-10%	53%	9%
Ela	5	47%	71%	-24%	55%	-8%
Math	3	62%	79%	-17%	60%	2%
Math	4	69%	77%	-8%	58%	11%
Math	5	47%	74%	-27%	56%	-9%
Science	5	50%	69%	-19%	53%	-3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA Lowest 25% increased from 50% - 59% - Use of PLC for team planning, data analysis and instructional focus. Targeted focus through grade level interventions, ESE services and RtI services.

3rd - 5th Math Achievement 3+ increased from 55% - 59% - Use of PLC for team planning, focus on small group rotations inside the classroom. The use of grade level paraprofessionals to assist in facilitating small groups.

3rd Grade ELA Achievement 3+ increased from 54%-58% - Use of PLC for team planning, data analysis and instructional focus. Targeted focus through grade level interventions, ESE services and RtI services.

AA ELA Achievement 3+ increased from 29% - 33% - Use of PLC for team planning, data analysis and instructional focus. Targeted focus through grade level interventions, ESE services and RtI services.

3rd Grade Math Achievement 3+ increased from 53% - 62% - Use of PLC for team planning, focus on small group rotations inside the classroom. The use of grade level paraprofessionals to assist in facilitating small groups.

4th Grade Math Achievement 3+ increased from 65% - 69% - Use of PLC for team planning, focus on small group rotations inside the classroom. The use of grade level paraprofessionals to assist in facilitating small groups.

AA Math Achievement 3+ increased from 38% - 43% - Use of PLC for team planning, focus on small group rotations inside the classroom. The use of grade level paraprofessionals to assist in facilitating small groups.

SWD Science Achievement 3+ increased from 12% - 23% - Included our Science and STEM Resource teachers in the instructional mapping timeline as to support the classroom Science

teacher.

Lowest Performance

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

SWD 5th Science Achievement was 23% - Many of our ESE students scored below proficiency in ELA Assessment as well.

SWD ELA Achievement was 26% - Working through the push in (support facilitation) model at 3rd-5th. Gen Ed and ESE teachers were trying to figure out how to best implement this service format effectively. We are working with the district's ESE Department for guidance.

AA ELA Achievement was 33% - This subgroup makes up 35% of our Lowest 25% in ELA/Reading. We are working hard to continue to strategically target and service students who fall into multiple subgroup categories.

5th Grade ELA Achievement was 47% - Personal barriers to district approved resources. Instructional support needs.

SWD Math Achievement was 27% - Working through the push in (support facilitation) model at 3rd-5th based on the needs of the student. The learning curve was still there on how to best implement this support service for our ESE students. District ESE support met with ESE team to discuss what this type of structured support should look like.

5th Grade Math Achievement was 47% - Personal barriers to district approved resources. Instructional support needs.

Greatest Decline

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

5th grade ELA 3+ declined from 52% - 47% - Instructional delivery systems and misaligned classroom/subject assignments. Use of Curriculum Map and Resources with fidelity.

5th grade Math 3+ declined from 55% - 47% - Instructional delivery systems and misaligned classroom/subject assignments. Use of Curriculum Map and Resources with fidelity.

Greatest Gap

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

5th Grade ELA Achievement 47% compared to the State Average of 55% - Instructional delivery systems and misaligned classroom/subject assignments. Use of Curriculum Map and Resources with fidelity.

5th Grade Math Achievement 47% compared to the State Average of 56% - Instructional delivery systems and misaligned classroom/subject assignments. Use of Curriculum Map and Resources with fidelity.

EWS Areas of Concern

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

Level 1 on State Reading and Math Assessments
Number of students substantially low in Reading
Attendance Rate

Highest Priorities

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

Students with Disabilities 3rd-5th
African American subgroup 3rd-5th
Lowest 25% in Reading and Math
5th grade ELA and Math Achievement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on state assessments, our SWD and Black/AA subgroups are not meeting grade level proficiency expectations. Our SWD subgroup ELA achievement was 26% and our Black/AA subgroup ELA achievement was 33%. This impact on student learning is readily noticeable as many students in these subgroups are well below grade level. Our Gen Ed teachers and ESE support facilitators in 3rd-5th grade are working on bridging the learning gap and at the same time teaching grade level standards. These subgroups are identified as a crucial need based on both being flagged for having a Federal Index below 41%. We are in Year Six for our SWD subgroup and Year Three for our Black/African American students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA 3rd Grade 59% - We will increase our 3rd grade ELA achievement from 59% to 62%.

ELA 4th Grade 62% - We will increase our 4th grade ELA achievement from 62% to 64%.

ELA 5th Grade 47% - We will increase our 5th grade ELA achievement from 47% to 55%.

SWD 3rd-5th 26% - We will increase our SWD ELA achievement from 26% to 41%.

AA 3rd-5th 33% - We will increase our AA ELA achievement from 33% to 41%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

PLC meetings will be centered around specific students, including our focus subgroups (SWD & AA).

Purposeful MTSS/RtI meetings that strategically align resources and develop instructional strategies to meet the needs of the student.

Three teacher data chats; September/October, January and March to discuss our highest need subgroups.

Data tracking by classroom teachers and Reading Interventionists to identify areas of need and align resources.

Quarterly data digs by leadership team.

Classroom observations - informal and formal with timely feedback.

Use of Literacy Walkthrough and follow up with trend discussions with the Leadership Team.

District support partnership with quarterly data review component.

Person responsible for monitoring outcome
Patrick Roach, Ashley Torrente, Joelle Johnson, Colleen Lahatte

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The use of researched reading/phonics programs: Lexia Core, Wilson (Fundations), Wilson Reading System, Guided Reading, LLI (following District/State guidelines). The use of adopted ELA curriculum for both whole and small group interventions. The strategic and consistent analysis of data during PLC(s).

Rationale:
We selected and use the above reading/phonics programs because they have been thoroughly vetted and are researched based. We believe strongly in the PLC process as a strategy to create targeted and purposeful interventions that focus on individual students as well as subgroups of students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional Delivery Data Discussions

Person Monitoring:	**By When/Frequency:**
Patrick Roach, Ashley Torrente, Adriana Orta, Joelle Johnson	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly data conversations centered around our flagged subgroups; SWD and Black/ African Americans. Grade level PLCs meetings that include a standing focus on our flagged subgroups; SWD and Black/African Americans ESE weekly and monthly meetings to discuss response to services and academic progress Quarterly data chats with Reading Interventionist (Colleen Lahatte)

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus will be an intentional focus on how we deliver student specific interventions at 5th grade. For the 23-24 school year, our 5th grade scored 47% proficiency on the ELA state assessment. Although the crucial need is specifically because of the 5th grade Reading/ELA score, we will have a K-5 focus relating to Reading/ELA.

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

PLC meetings will be centered around specific students, including our focus subgroups (SWD & AA).

Purposeful MTSS/RtI meetings that strategically align resources to meet the needs of the student.

Three teacher data chats; September/October, January and March to discuss our highest need subgroups.

Data tracking by classroom teachers and Reading Interventionists to identify areas of need and align resources.

Quarterly data digs by leadership team.

Classroom observations - informal and formal with timely feedback.

Use of Literacy Walkthrough and follow up with trend discussions with the Leadership Team.

District support partnership.

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

PLC meetings will be centered around specific students, including our focus subgroups (SWD & AA).

Purposeful MTSS/RtI meetings that strategically align resources to meet the needs of the student.

Three teacher data chats; September/October, January and March to discuss our highest need subgroups.

Data tracking by classroom teachers and Reading Interventionists to identify areas of need and align resources.

Quarterly data digs by leadership team.

Classroom observations - informal and formal with timely feedback.

Use of Literacy Walkthrough and follow up with trend discussions with the Leadership Team.

District support partnership.

Grades K-2: Measurable Outcome(s)

Our K-2 subgroup will increase their ELA/Reading proficiency from 70% to 73%.

Grades 3-5: Measurable Outcome(s)

Our 3rd-5th ELA/Reading proficiency will increase from 57% to 60%
Our 3rd grade ELA/Reading proficiency will increase from 59% to 62%
Our 4th grade ELA/Reading proficiency will increase from 62% to 64%
Our 5th grade ELA/Reading proficiency will increase from 47% to 55%
Our Lowest 25% in ELA/Reading Learning Gains will increase from 59% to 63%

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

We will monitor this Area of Focus:

We will participate in a partnership effort with several District Department teams: including our Curriculum, ESE, Accountability and Assessment and Professional Learning.

Through PLC meetings, centered around specific students, including our focus subgroups (SWD & AA), ELA standards, instructional implementation, data digs, remediation, reteach and interventions will be discussed.

Monthly MTSS/RtI meetings will ensure that we have aligned that appropriate interventions and resources to meet the needs of the student.

Teachers will participate in three data chats: September/October, January and March to discuss our highest need subgroups.

Data tracking by classroom teachers and Reading Interventionists to identify areas of need and ensure alignment of resources.

Quarterly data digs by leadership team.

Classroom observations - informal and formal with timely feedback.

Use of Literacy Walkthroughs and follow up with trend discussions with the Leadership Team to determine Profession Learning opportunities as well as coaching opportunities for our Instructional Literacy Coaches.

We will present data focused quarterly reports to our district team to track student progress, including our two focus subgroups: SWD and AA.

Person responsible for monitoring outcome
Patrick Roach, Ashley Torrente, Joelle Johnson, Colleen Lahatte

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

The use of researched reading/phonics programs: Lexia Core, Wilson (Fundations), Wilson Reading System, Guided Reading, LLI (following District/State guidelines). The use of the district adopted ELA curriculum for both whole and small group interventions. The consistent analysis of data during PLC(s) and also through monthly leadership meetings.

Rationale:

We selected and use the above reading/phonics programs because they have been thoroughly vetted and are researched based. We believe strongly in the PLC process as a strategy to create targeted and purposeful interventions that focus on individual students as well as subgroups of students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Raise ELA/Reading Goals

Person Monitoring:	**By When/Frequency:**
Patrick Roach, Ashley Torrente, Joelle Johnson, Coleen Lahatte	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly data conversations centered around our flagged subgroups; SWD and Black/ African Americans. Grade level PLCs meetings that include a standing agenda item, our flagged subgroups; SWD and Black/African Americans ESE weekly and monthly meetings to discuss response to services and students' academic progress Quarterly data chats with Reading Interventionist (Colleen Lahatte)

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

One Area of Focus again this year will be our PBIS initiative. We believe that if students are following classroom and school-wide expectations, then learning can take place at a more in depth and higher

level. With the use of PBISRewards, this year we are moving to a more instant recognition system for our student body. In addition, another benefit of this format, is that all adults will have the ability to reward points to all students for meeting expectations. Our positive recognition programs; Cougars with Character and You've Been Caught ROARing! help students stay focused and feel encouraged to do better. We identified this area as a crucial need because of the importance of building solid relationships and also for the correlation between a positive classroom culture and student learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The measurable goals for this Area of Focus are:

Increase the number of students who are recognized through our PBIS Recognition - 5% from 560 to 588

Increase the number of students who participate in our quarterly recognition events - 4% from 646 to 671

Decrease the number of students who receive an Office Discipline Referral by 20% from 59 to 47

Decrease the number of students who earned 5 or more Office Discipline Referrals by 50% from 16 to 8

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our Assistant Principal, Ashley Torrente and Behavior Interventionist, Dawn Smythe will data track these goals. We believe that with an increase in student recognition opportunities through the use of PBISRewards, we will see a reduction in the number of students who receive a discipline referral. In turn, a reduction in behavior incidents should have a positive impact on our students' achievement outcomes.

Person responsible for monitoring outcome

Ashley Torrente and Dawn Smythe

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To increase the number of students who are recognized for meeting classroom and school wide expectations, we will be using PBISRewards. The interactive app allows faculty/staff to reward all students. In addition, families can keep track of their student's progress.

Rationale:

We selected PBISRewards to advance our recognition system because the app allows all adults the opportunity to recognize all students. It's immediate recognition and students/families can keep track of their progress. For these reasons, we believe that there should be an increase in the number of students recognized and participating in our quarterly reward events.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Cougars with Character Quarterly PAW Parties

Person Monitoring:	**By When/Frequency:**
Ashley Torrente & Dawn Smythe	Each 9 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each month behavior referrals and positive recognition data will be tracked, analyzed and shared with staff. In addition, our PBIS team will look for locations, grade level or subgroup trends and if needed, they will come up with solutions or strategies to reduce incidents and/or increase positive recognition opportunities. We will be opening a PBIS store for this first time in a while. Students will be able to use PBISRewards points at the store. Student usage will be tracked through store purchases.

Action Step #2
You've Been Caught ROARing!

Person Monitoring:	**By When/Frequency:**
Patrick Roach	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each Tuesday and Friday, students, faculty and staff are recognized through our You've Been Caught ROARing! positive recognition program. This is in addition to our PBISRewards recognition program. Students are recognized for meeting the expectations of the Character Counts! Six Pillars of Character, which fall under classroom and school-wide expectations. Through more encouragement, promotion and the results of being recognized, we look to increase the number of students and faculty/staff recognized by 10%. from 221 to 243.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The 2024-2025 SIP will be accessible under the SAC tab https://www-ces.stjohns.k12.fl.us/sac/ on the CES website. A link will also be included in our weekly family newsletter. Copies will be made available in the front office. The plan will be discussed at our September SAC/PTO meeting.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Our 2024-2025 PFEP will include multiple parent and family events (academic and engagement) that support
our school wide mission. We also partner with our PTO to increase parents and family involvement. Our goal is to have a minimum one event per month to encourage and build the school to home partnership. Our Family Engagement Plan will be located under For Parents & Students - Information for Parents. https://www-ces.stjohns.k12.fl.us/parents/

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

Based on our 2023-2024 SWD data, we will continue to revamp our ESE service delivery to include

both push in and pull out small group interventions. ESE teachers will meet with their general education colleagues during grade level PLC to share and discuss small group learning centers and best practices. The ESE team will meet monthly to discuss specific subgroup data and how to improve our ESE service delivery model. ESE teachers will participate in peer classroom walks. ESE teachers will work closely with our Instructional Literacy Coaches, Reading Interventionists and paras to develop targeted intervention groups, use of effective resources and instructional strategies.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This school wide ESE plan was developed based on our current standing (flagged subgroup) with our SWD. This subgroup
continues to be one of our areas of focus. The plan is supported by FTE funding as well as federal grants.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Through our weekly CORE team meetings, we address students in need of counseling, mental health services, specialized support services and mentoring services. After students are identified, our School Counselor works closely with our assigned district Social Worker and Mental Health Counselor to provide these services. We also work with local organizations and the district to provide our students and families with Health, Dental and Mental Health services when available.

Preparing for Postsecondary Opportunities and the Workforce

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

In 3rd - 5th grades, we instill the values and strategies of the nationally recognized AVID program. Within the AVID program, we work with and encourage post-secondary schools and local businesses to participate in our Career and College Day. When possible and applicable, we expose our students to workforce opportunities through career events.

Addressing Problem Behavior and Early Intervening Services

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

Through our weekly CORE meetings, we review school wide behavior, drilling down to specific students. After reviewing, we level the students in accordance with the type of behavior they are presenting. Based on the behaviors, we provide both students and teachers with support services. Teachers via classroom support provided by our Behavior Interventionist and Administration Team. Students receive support via Tier 1 support, targeted Tier 2 or Tier 3 behavior support or IEP behavior goals.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

We created our professional learning calendar based on the needs of the previous school year, formal and informal
observations throughout the school year, district initiatives and feedback from teachers/staff. Based on all these data sources, our professional learning focus will continue to be PLC(s), as well as using high yield instructional strategies to engage students and the implementation of small group learning centers inside general ed. classrooms. We will also continue to focus on high return intervention for our SWD.

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

At the beginning of each school year, we offer a Kindergarten orientation. We also give our PK students, who will be transitioning to our Kindergarten program, an opportunity to visit Kindergarten classrooms. We also have our PK students visit and participate in Kindergarten activities. We encourage our Kindergarten teachers to visit PK classrooms. For the 25-26 school year, we are considering an academic screener for incoming Kindergarten students.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Throughout the school year, the leadership team analyzes multiple student data sources (academic and behavioral) to determine personnel decisions as well as the implementation of programs/ initiatives, like reading and math tutoring, ESE service delivery model and interventions. The leadership team makes efforts to include our SAC team in the decision process along the way. Last year, through this process, we purchased additional BAS (Benchmark Assessment System) to use as another data point used to identify our struggling readers. We made the decision to use funding for an additional Reading Interventionist. We offered Summer Reading Camp for our 2nd - 5th grade students. We restructured our ESE service allocations to ensure each grade level was appropriately covered. We worked with our PTO to offer students a robust and creative positive reward system through our school wide PBIS program. We used Title I money as well as district grant money to purchase additional laptops that will give students more access to programs like Lexia and Dreambox.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

With SAC funding, we purchased additional BAS (Benchmark Assessment System) to use as another data point used to identify our struggling readers.

We made the decision to use funding for an additional Reading Interventionist.

We offered Summer Reading Camp for our 2nd - 5th grade students.

We structured our ESE personnel allocations to ensure each grade level was appropriately covered, including two ESE teachers in 5th grade.

We worked with our PTO to offer students a robust and creative positive reward system through our school wide PBIS program, specifically PBISRewards.

We used Title I money as well as district grant money to purchase additional laptops that will give students more access to programs like Lexia and Dreambox.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00