

Duval County Public Schools

# Cedar Hills Elementary School



2018-19 Schoolwide Improvement Plan

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## Cedar Hills Elementary School

6534 ISH BRANT RD, Jacksonville, FL 32210

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	D	C	C	C*

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

Our Mission is to provide educational excellence in every school for every student everyday. Cedar Hills Elementary is committed to providing highly quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

#### Provide the school's vision statement.

Our vision is to ensure every student is inspired and prepared for success in college or career and life.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McKinney, Marva	Principal
Bylerley-Ray, Megan	Assistant Principal
Taylor, Vincent	Instructional Coach
Logan, Teresa	Other
Woods, Courtney	Instructional Coach

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Leadership Team provides direction, instructions and guidance to a all teachers towards achieving academic goals and improving the school as a whole. The Leadership Team collaborates daily, formal meetings take place once weekly. The Qualtrics Survey is one tool that is used to gather information from the faculty and staff, this information assists with the shared decision making process to determine the scope and sequence of professional development for the school year.

### Early Warning Systems

#### Year 2017-18

#### 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
Attendance below 90 percent	0	7	17	26	14	11	0	0	0	0	0	0	0	75
One or more suspensions	3	2	2	2	4	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	4	1	18	0	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	52	29	27	0	0	0	0	0	0	0	108

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	2	5	11	18	17	0	0	0	0	0	0	0	55

**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	4	1	24	0	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	0	1	1	19	0	0	0	0	0	0	0	0	0	21

**Date this data was collected**

Monday 9/17/2018

**Year 2016-17 - 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
Attendance below 90 percent	7	19	13	13	16	9	0	0	0	0	0	0	0	77
One or more suspensions	1	1	1	1	0	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	2	15	7	0	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	28	20	33	0	0	0	0	0	0	0	81

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	2	3	13	16	9	0	0	0	0	0	0	0	44

**Year 2016-17 - 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
Attendance below 90 percent	7	19	13	13	16	9	0	0	0	0	0	0	0	77
One or more suspensions	1	1	1	1	0	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	2	15	7	0	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	28	20	33	0	0	0	0	0	0	0	81

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	2	3	13	16	9	0	0	0	0	0	0	0	44

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Data Sets: (FSA)

The area with the lowest performance is ELA. ELA decreased in both proficiency and lowest 25%

**Which data component showed the greatest decline from prior year?**

ELA shows the greatest decline from the prior year. ELA proficiency declined from 33% to 25% (8%), growth declined from 49% to 34% (15%) and bottom quartile growth declined from 57% points to 28% (29%)

**Which data component had the biggest gap when compared to the state average?**

Math achievement had the largest gap when compared to the state.

**Which data component showed the most improvement? Is this a trend?**

Grade 5 Science shows the greatest improvement from 2017 to 2018. Science increased from 37% to 43% (6%) and math growth from 44% to 59% (15%)

**Describe the actions or changes that led to the improvement in this area.**

The school district provided additional support from the Science Department. The Specialist worked directly with the 5th grade Science teachers approximately three times weekly

### School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	50%	56%	35%	46%	52%
ELA Learning Gains	34%	51%	55%	47%	49%	52%
ELA Lowest 25th Percentile	28%	46%	48%	54%	45%	46%
Math Achievement	38%	61%	62%	48%	57%	58%
Math Learning Gains	59%	59%	59%	55%	60%	58%
Math Lowest 25th Percentile	50%	48%	47%	54%	49%	46%
Science Achievement	43%	55%	55%	54%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (7)	7 (19)	17 (13)	26 (13)	14 (16)	11 (9)	75 (77)
One or more suspensions	3 (1)	2 (1)	2 (1)	2 (1)	4 (0)	2 (3)	15 (7)
Course failure in ELA or Math	0 (2)	4 (15)	1 (7)	18 (0)	0 (0)	0 (0)	23 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	52 (28)	29 (20)	27 (33)	108 (81)

#### Grade Level Data

**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	2018	22%	50%	-28%	57%	-35%
	2017	33%	51%	-18%	58%	-25%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	25%	49%	-24%	56%	-31%
	2017	36%	52%	-16%	56%	-20%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				
05	2018	33%	51%	-18%	55%	-22%
	2017	28%	48%	-20%	53%	-25%
Same Grade Comparison		5%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	24%	59%	-35%	62%	-38%
	2017	42%	62%	-20%	62%	-20%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2018	49%	60%	-11%	62%	-13%
	2017	48%	64%	-16%	64%	-16%
Same Grade Comparison		1%				
Cohort Comparison		7%				
05	2018	43%	61%	-18%	61%	-18%
	2017	31%	57%	-26%	57%	-26%
Same Grade Comparison		12%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	56%	-11%	55%	-10%
	2017					
Cohort Comparison						

### Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
SWD	3	27	29	18	50						
ELL	8	60		33	60						
BLK	23	33	20	33	55	43	38				
HSP	26	31		37	50						
WHT	30	32		53	65		63				
FRL	23	35	30	39	62	56	47				

  

2017 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 2015-16	C & C Accel 2015-16
SWD	9	26	43	17	40	45	9				
ELL	7	30		29	30						
BLK	27	47	56	36	42	52	30				
HSP	37	64		53	64						
WHT	48	51		48	49		50				
FRL	31	52	56	41	45	43	27				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:



<b>Activity #1</b>	
<b>Title</b>	ELA Proficiency and Bottom Quartile
<b>Rationale</b>	The goal is to increase the ELA overall proficiency and bottom quartile. When compared to both the state and school averages, ELA declined in both areas The overall ELA proficiency is currently 25%. ELA is 31% lower than the state average (56%). The school's overall ELA proficiency declined 8% from last year 2016/2017 ELA Bottom Quartile declined 29% from the 2016/2017 school year and is currently 28%
<b>Intended Outcome</b>	The intended outcome is to increase the overall ELA proficiency and bottom quartile scores as measured by the FSA. As a result of enhanced instructional practices student achievement will increase.
<b>Point Person</b>	Courtney Woods (ellisc@duvalschools.org)

<b>Action Step</b>	
<b>Description</b>	Increase the use of additional resources including LLI and I-Ready resources (LAFS) Targeted selection of students participating in the 21st century after school program Implement Corrective Reading Program Utilize ELA District support Targeted professional Development
<b>Person Responsible</b>	Teresa Logan (logant@duvalschools.org)

<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Implement professional development based on the needs of the faculty. Effectively utilize pre-planning common planning, and early release days for training. Enhance lesson implementation including small group instruction and differentiated instruction. Administrators will conduct daily classroom walkthroughs with timely and explicit feedback. ELA Coach will follow up with teachers on next steps and provide continuous support.
<b>Person Responsible</b>	Courtney Woods (ellisc@duvalschools.org)

**Activity #2**

**Title** Math Proficiency

**Rationale** The goal is to increase Math proficiency When compared to both the state and school averages  
Math proficiency is currently 38%. Math Proficiency is 24% lower than the state average (62%). The school's overall Math proficiency declined 3% from last year 2016/2017

**Intended Outcome** The intended outcome is to increase Math proficiency as measured by the FSA. As a result of enhanced instructional practices student achievement will increase.

**Point Person** Vincent Taylor (taylorv2@duvalschools.org)

**Action Step**

**Description** Increase the use of additional resources including II-Ready resources (MAFS)  
Targeted selection of students participating in the 21st century after school program  
Utilize ACALETICS Progam  
Utilize Math District support  
Targeted professional Development

**Person Responsible** Vincent Taylor (taylorv2@duvalschools.org)

**Plan to Monitor Effectiveness**

**Description** Implement professional development based on the needs of the faculty. Effectively utilize pre-planning common planning, and early release days for training. Enhance lesson implementation including small group instruction and differentiated instruction.  
Administrators will conduct daily classroom walkthroughs with timely and explicit feedback.  
Math Coach will follow up with teachers on next steps and provide continuous support.

**Person Responsible** Vincent Taylor (taylorv2@duvalschools.org)

**Activity #3**

**Title** Behavior (Social and Emotional Learning)

**Rationale** The goal is to decrease negative occurrences among peers

**Intended Outcome** The outcome is to promote a school culture that contributes to social and emotional learning with a focus on diversity and inclusion, empathy and critical thinking, communication, problem solving and peer relationships. This alignment will contribute to an increase in student achievement and a healthy classroom and school environment

**Point Person** Megan Bylerley-Ray (byerleym@duvalschools.org)

**Action Step**

**Description** Utilize Full Service Schools  
Sanford harmony Training  
Utilize the Sanford harmony Curriculum (Casel) daily  
Communicate with parents via class dojo  
Motivational Assemblies once per quarter  
Academic Awards

**Person Responsible** Marva McKinney (mckinneym3@duvalschools.org)

**Plan to Monitor Effectiveness**

**Description** All staff will use the five themes within the Sanford Harmony curriculum :diversity and inclusion, empathy and critical thinking, communication, problem solving and peer relationships. The PBIS plan will be incorporated with the themes to promote continuity within the school as a whole. The School Counselor and Assistant Principal will monitor the effectiveness of the program as indicated by a reduction in negative infractions between students. Students and Parents will be referred to Full Service Schools as needed where additional resources will be provided

**Person Responsible** Megan Bylerley-Ray (byerleym@duvalschools.org)

<b>Activity #4</b>	
<b>Title</b>	Developing Teachers and Instructional Support Staff
<b>Rationale</b>	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
<b>Intended Outcome</b>	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
<b>Point Person</b>	Marva McKinney (mckinneym3@duvalschools.org)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades;</li> <li>o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;</li> <li>o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process.</li> <li>o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.</li> </ul>
<b>Person Responsible</b>	Marva McKinney (mckinneym3@duvalschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*Frequently following up after each coaching cycle with the teachers and the students.</li> <li>*Increased student achievement and student performance</li> <li>*Observational data: positive learning culture, standard based instruction</li> </ul>
<b>Person Responsible</b>	Marva McKinney (mckinneym3@duvalschools.org)

## Part IV: Title I Requirements

**Additional Title I Requirements**  
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The Parent Academy in Duval County will conduct quarterly sessions from areas of the curriculum that are designed based on the needs of the Cedar Hills community. Additional activities will take place throughout the year, which include: Conference Nights, Books N' Brunch, The annual Book Fair and Fall

Festival, and Trunk or Treat. PTA and SAC meetings will be held once monthly and parents are encouraged to volunteer within the school.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Every classroom teacher will utilize the Sanford Harmony Program, this program uses practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Cedar Hills will hold an Orientation and an Open House night for parents of children preparing to enter elementary school. We plan to offer tours to families of Pre k students. During the summer, parents are welcome to visit and tour the school and meet the administration.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school-based Rtl Leadership Team meets regularly to discuss interventions to increase positive student behavior and overall student academic achievement. The interventions are monitored, and then reviewed to ensure that progress is being made. If there is no progress, the team looks at various alternatives to achieve the goal outlined for the students.

The Rtl Team will focus their meetings around two essential questions:

1. What do we expect our students to learn?
2. How will we respond when students do not learn as we expect?

The MTSS/Rtl leadership Team and the grade level instructional teams meet to review data. With input from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/Rtl to guide instruction and make mid-course adjustments as data are analyzed.

### **Title I, Part A**

Services are provided to ensure students requiring additional remediation time built into every classroom teacher's instructional schedules for reading and math. Tier II and Tier III support are provided throughout the day by the teachers, school counselor and district support personnel.

### **Title III**

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The district social worker will provide resources such as clothing, school supplies, and social serves referrals for students identified as homeless to eliminate barriers for a fee and appropriate education. The parent liaison will help by coordinating Bright Holidays and other activities.

Violence Prevention Programs

In support of the Superintendent's goal to establish safe and secure schools, the district provides Foundations and CHAMPS training to our schools' Foundations team. All teachers are expected to participate in CHAMPS.

Nutrition Programs

The school participates in the Breakfast in the Classroom program, which provides a nutritious breakfast for all students free of charge.

VPK Programs

To transition other pre-k programs into the elementary setting, Cedar Hills Elementary will hold tours for families with students who will enter Cedar Hills Elementary as kindergarteners.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

The School Counselor will conduct Career and College week. During the week long sessions students will learn about various careers and colleges. Special guests will be invited from various businesses and community organizations.

**Part V: Budget**

<b>Total:</b>	<b>\$245,480.00</b>
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