

Clay County Schools

Keystone Heights Elementary



2018-19 Schoolwide Improvement Plan

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Keystone Heights Elementary

335 SW PECAN ST, Keystone Heights, FL 32656

<http://khe.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	11%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	B*

School Board Approval

This plan is pending approval by the Clay 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 work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Keystone Heights Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

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

Name	Title
Sanders, Melanie	Principal
Lavin, Corinne	Assistant Principal
Gillenwaters, Missy	Teacher, K-12

Duties

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

The function of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessments, 3-6 iReady and Achieve3000 benchmark assessments, and formal assessments such as FSA. The principal and assistant principal set the agenda and facilitate the meetings. Anna Dampier, Taylor Mimbs, and Issac Morford, Intervention Team Facilitators, serve to suggest effective interventions for Tier 2 and Tier 3 instructional needs and is present to help ensure that the district's MTSS plan is followed. Grade level team leaders are present to provide input and then to disseminate information to their teammates. Our Title 1 program provides support and resources for our families to build an open line of communication between the school and home.

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	7	20	17	6	12	15	14	0	0	0	0	0	0	91
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	5	5	2	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	11	10	14	16	0	0	0	0	0	0	51

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	0	2	2	5	3	4	4	0	0	0	0	0	0	20

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	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	6	9	4	1	0	1	0	0	0	0	0	0	0	21

Date this data was collected

Monday 9/10/2018

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	25	17	8	2	3	5	9	0	0	0	0	0	0	69
One or more suspensions	0	0	0	1	1	2	2	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	2	4	9	0	0	0	0	0	0	15
	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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	3	3	5	9	0	0	0	0	0	0	20

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	25	17	8	2	3	5	9	0	0	0	0	0	0	69
One or more suspensions	0	0	0	1	1	2	2	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	2	4	9	0	0	0	0	0	0	15
	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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	3	3	5	9	0	0	0	0	0	0	20

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?

Our ELA learning gains were our weakest area.

Which data component showed the greatest decline from prior year?

Our ELA learning gains showed the greatest decline from the prior year. Our overall ELA learning gains dropped 5 points while our Lower Quartile ELA learning gains dropped 11 points.

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

Our schools was above the state average in all areas.

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

Our 5th grade math scores went up 33 pts.

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

Restructuring our math teachers schedules to place our strongest teachers with our most needy students helped to increase our scores.

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	67%	63%	56%	63%	58%	52%
ELA Learning Gains	62%	59%	55%	60%	55%	52%
ELA Lowest 25th Percentile	54%	50%	48%	47%	47%	46%
Math Achievement	79%	69%	62%	64%	61%	58%
Math Learning Gains	80%	68%	59%	65%	59%	58%
Math Lowest 25th Percentile	82%	56%	47%	51%	49%	46%
Science Achievement	80%	66%	55%	59%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	7 (25)	20 (17)	17 (8)	6 (2)	12 (3)	15 (5)	14 (9)	91 (69)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (1)	0 (1)	1 (2)	0 (2)	2 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	5 (0)	5 (0)	2 (1)	12 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (0)	10 (2)	14 (4)	16 (9)	51 (15)

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	66%	68%	-2%	57%	9%
	2017	70%	70%	0%	58%	12%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	73%	62%	11%	56%	17%
	2017	61%	61%	0%	56%	5%
Same Grade Comparison		12%				
Cohort Comparison		3%				
05	2018	60%	59%	1%	55%	5%
	2017	63%	59%	4%	53%	10%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
06	2018	62%	63%	-1%	52%	10%
	2017	68%	61%	7%	52%	16%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	70%	5%	62%	13%
	2017	74%	67%	7%	62%	12%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	74%	66%	8%	62%	12%
	2017	74%	65%	9%	64%	10%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	83%	65%	18%	61%	22%
	2017	50%	58%	-8%	57%	-7%
Same Grade Comparison		33%				
Cohort Comparison		9%				
06	2018	81%	68%	13%	52%	29%
	2017	86%	66%	20%	51%	35%
Same Grade Comparison		-5%				
Cohort Comparison		31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	78%	64%	14%	55%	23%
	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	53	59	55	60	66	77	58				
BLK	58	60		42	40						
HSP	71	75		71	83						
WHT	68	63	52	81	82	84	81				
FRL	63	60	57	75	80	83	78				

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	43	62	66	62	72	61	45				
BLK	50	55		56	82						
HSP	53	64		65	79						
MUL	42	60		92	80						
WHT	69	70	66	72	75	63	69				
FRL	62	66	63	68	73	65	61				

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:

Activity #1

Title If we increase the quality of small group/ differentiated instruction in English Language Arts classes, our lower quartile students will show more improvement.

Rationale Our lower quartile students are some of our most fragile learners and quality small group instruction based on data and using research based materials. Baseline data for ELA shows that 88% of 3rd grade students are working below level (in the red), 36% of 4th graders are reading below level, 8% of 5th grade, and 21% of 6th grade are working below level.

Intended Outcome The expected outcome is a 5% increase in our lower quartile learning gains.

Point Person Melanie Sanders (melanie.sanders@myoneclay.net)

Action Step

Description Weekly collaboration professional learning community meetings for teachers to plan for small group instruction.
We will continue using the LLI program for all students who are behind in reading.

Person Responsible Melanie Sanders (melanie.sanders@myoneclay.net)

Plan to Monitor Effectiveness

Description Classroom walkthroughs

Person Responsible Melanie Sanders (melanie.sanders@myoneclay.net)

Activity #2	
Title	If we increase positive behavior support school wide, we will see an increase in positive, prosocial behavior.
Rationale	When students behave, the school environment is safer and the overall climate is improved. KHES had 227 referrals last year.
Intended Outcome	The expected outcome is a 5% decrease in disciplinary referrals in the 18/19 school year.
Point Person	Melanie Sanders (melanie.sanders@myoneclay.net)
Action Step	
Description	School-wide behavior assemblies and explicit lessons to teach behavioral expectations will be conducted at the beginning of the year and throughout the year as needed.
Person Responsible	Melanie Sanders (melanie.sanders@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Administration will monitor discipline data at least monthly to determine effectiveness and continued need.
Person Responsible	Melanie Sanders (melanie.sanders@myoneclay.net)
Activity #3	
Title	If teachers work together to create common assessments aligned to grade level standards and analyze the data for those assessments, student achievement will improve.
Rationale	Common assessments will help us to calibrate instruction and monitor student learning. Our ELA proficiency was 67% and our learning gains for the 17/18 school year were 62%.
Intended Outcome	The intended outcome is that math and science achievement will be maintained and that ELA proficiency and learning gains will both be increased by 5%.
Point Person	Melanie Sanders (melanie.sanders@myoneclay.net)
Action Step	
Description	Teachers will meet weekly in professional learning groups to develop standards based common assessments and then will regroup to analyze the data from those assessments to plan for next steps in instruction (remediation, enrichment) Our instructional coach will help guide grade levels as needed in this task.
Person Responsible	Melanie Sanders (melanie.sanders@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Administration will visit PLC groups weekly and monitor group logs in order to provide support and monitor effectiveness.
Person Responsible	Melanie Sanders (melanie.sanders@myoneclay.net)

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.

School administration held a meet and greet and a new student orientation prior to the beginning of school. We also extended an open invitation to all parents and families to join both our Parent Faculty Association as well as the School Advisory Council. The teachers in grades 3rd-6th use planners in order to communicate with families while the lower grades use a daily folder. Tuesday folders are sent home to all students each week and contain both communication and graded work. Many of our teachers also use a technology based system for parent communication such as Class Dojo or Remind.

Parent Engagement Events Include: Dads Bring Your Kids to School, Steam Night, Literacy Event, Math Night/Parent Night, Daddy Daughter Dance, Muffins with Mom, Sixth Grade Family Night to work on Science Projects

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.

KHES is fortunate to have two school guidance counselors, two Right Path behavioral services counselors, a school social worker, and various other county based employees who help meet the social-emotional needs of our students on a daily basis. Additionally, our ELA teachers in grades K-5 are implementing the Making Meaning and Being a Writer programs that have a strong social-emotional component. KHES has also launched a parent initiated mentoring program which pairs a community volunteer with a student to develop positive relationship building skills.

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

All incoming kindergarten students were accessed prior to or upon entering kindergarten in order to ascertain individual and group needs. The students were screened prior to the start of school. This helped to assist in the development of classes. We also held an Open House designated for kindergarten parents only before school started. We were able to talk about what their children would be learning in kindergarten and how parents could support learning at home. The Florida Kindergarten Reading Screener (FLKRS) was given in the first 30 days of school. This information allowed kindergarten teachers to know the strengths and weaknesses of their students. Struggling learners were identified and given extra support.

Sixth graders visit the Keystone Heights Junior/Senior High. Guidance counselors discuss required and elective classes. Students complete class selection sheets with their parents at home.

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.

All K-6 grade students will take a benchmark assessment at least two times per year. School personnel will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet weekly with all grade level/content area teams. At these weekly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These weekly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs. At quarterly data meetings, teachers are given the opportunity to share informal data as well.

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

All KHE students will experience what jobs are like from our S.T.E.A.M. initiative. (Science, Technology, Engineering, Art, Math.) We will set one day out of the year and invite business leaders and community members to present their jobs to our students and show them how school helps them to get where they are today. They will share what type of training they needed to get there as well. Kindergarten and Pre-K students have a career day and will bring in the fire department and police officers and talk about their different jobs. Teachers will also provide books and talk about other types of jobs that students can be when they grow up. Teachers will encourage a dress up day for students and allow them to dress up what they would like to be when they grow up.