W E Cherry Elementary School

2018-19 Schoolwide Improvement Plan

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W E Cherry Elementary School

420 EDSON DR, Orange Park, FL 32073

http://wec.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	99%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

(* The Title I Schoolwide Plan/SIP/PFEP are available in any language upon request.)

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 individual responsibility.

Provide the school's vision statement.

The School District of Clay County 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
Whiddon, Angie	Principal
Lee, Kristie	Teacher, K-12
Cummings, Katheryn	Teacher, K-12
Gillander, Brenda	Teacher, K-12
Eason, Jarrod	Assistant Principal
Rodrigues, Brandy	Instructional Coach
Bonnette, Morgan	Teacher, K-12
Phelps, Shannon	Teacher, K-12
Perea, Marlene	Teacher, K-12
Brady, Christina	Teacher, K-12
Kinion, Sara	Teacher, K-12
Minzenmayer, Emily	Teacher, PreK
Jones, Kwame	Teacher, ESE
Watson, Kristine	Teacher, K-12
Gibbens, Paula	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 duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-6 iReady Math

and Reading diagnostics, 4-6 Achieve 300 data, and formal assessments such as FSA. The principal leads the meetings and provides a common vision for members in order to make data informed decisions. Instructional coaches facilitate and support: best practices in the classroom, data collection, MTSS, and implementation of curriculum. General education teachers provide information about core instructional practices and curriculum, participate in student data collection, deliver Tier 1 instruction, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 supports.

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	13	14	13	15	12	16	14	0	0	0	0	0	0	97
One or more suspensions	1	0	1	0	2	13	8	0	0	0	0	0	0	25
Course failure in ELA or Math	0	17	3	4	4	2	5	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	12	35	18	0	0	0	0	0	0	0	65

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	1	0	0	2	8	7	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	4	3	0	0	0	1	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	2	4	3	3	1	0	0	0	0	0	0	0	13

Date this data was collected
Friday 8/31/2018

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	2	2	5	5	8	2	11	0	0	0	0	0	0	35
One or more suspensions	4	0	5	5	5	6	18	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	2	2	4	1	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	30	39	36	4	0	0	0	0	0	0	109

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	2	3	2	4	0	0	0	0	0	0	11

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	2	2	5	5	8	2	11	0	0	0	0	0	0	35
One or more suspensions	4	0	5	5	5	6	18	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	2	2	4	1	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	30	39	36	4	0	0	0	0	0	0	109

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	2	3	2	4	0	0	0	0	0	0	11

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?

During the 2017-2018 school year 4th grade ELA performed the lowest compared to all other data components. This has been a recent trend.

Which data component showed the greatest decline from prior year?

During the 2017-2018 school year 4th grade mathematics declined 10 points compared to 2016-2017 FSA data. Therefore 4th grade mathematics showed the greatest decline when compared to other data components.

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

Almost all data components performed better than the state average. However, 4th Grade ELA proficiency showed the biggest gap in performance when compared to the state average. 4th grade ELA performance at WEC was 51% and the state average for 4th grade ELA was 56%. This shows a 5% gap.

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

The data component showing the most improvement at WEC is 5th grade ELA. this component improved 8 points when compared to the previous year. This has not been a recent trend.

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

Small group guided reading instruction using Achieve 3000, LLI, and Making Meaning
Integration of ELA into Social Studies
Use of DBQ's
Data -Driven instructional practices

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	62%	63%	56%	62%	58%	52%
ELA Learning Gains	64%	59%	55%	66%	55%	52%
ELA Lowest 25th Percentile	55%	50%	48%	58%	47%	46%
Math Achievement	68%	69%	62%	68%	61%	58%
Math Learning Gains	63%	68%	59%	72%	59%	58%
Math Lowest 25th Percentile	51%	56%	47%	61%	49%	46%
Science Achievement	62%	66%	55%	55%	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	13 (2)	14 (2)	13 (5)	15 (5)	12 (8)	16 (2)	14 (11)	97 (35)
One or more suspensions	1 (4)	0 (0)	1 (5)	0 (5)	2 (5)	13 (6)	8 (18)	25 (43)
Course failure in ELA or Math	0 (0)	17 (0)	3 (0)	4 (2)	4 (2)	2 (4)	5 (1)	35 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (30)	35 (39)	18 (36)	0 (4)	65 (109)

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	71%	68%	3%	57%	14%
	2017	70%	70%	0%	58%	12%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	49%	62%	-13%	56%	-7%
	2017	48%	61%	-13%	56%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-21%				

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	59%	2%	55%	6%
	2017	52%	59%	-7%	53%	-1%
Same Grade Comparison		9%				
Cohort Comparison		13%				
06	2018	62%	63%	-1%	52%	10%
	2017	69%	61%	8%	52%	17%
Same Grade Comparison		-7%				
Cohort Comparison		10%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	70%	-3%	62%	5%
	2017	72%	67%	5%	62%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	58%	66%	-8%	62%	-4%
	2017	67%	65%	2%	64%	3%
Same Grade Comparison		-9%				
Cohort Comparison		-14%				
05	2018	61%	65%	-4%	61%	0%
	2017	54%	58%	-4%	57%	-3%
Same Grade Comparison		7%				
Cohort Comparison		-6%				
06	2018	75%	68%	7%	52%	23%
	2017	69%	66%	3%	51%	18%
Same Grade Comparison		6%				
Cohort Comparison		21%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	62%	64%	-2%	55%	7%
	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	63	62	46	56	68	47	57				
ELL	35	71		60	64						

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
ASN	60	50		87	80						
BLK	49	64	67	49	54	32	33				
HSP	55	64	65	73	67	53	57				
MUL	52	42		52	63						
WHT	73	68	50	75	64	65	79				
FRL	57	64	54	65	63	49	58				
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	39	52	46	45	45	35	28				
ELL	50			60							
ASN	67			83							
BLK	46	58	40	56	62	47	25				
HSP	60	54	58	69	76		40				
MUL	63	53		71	72						
WHT	68	57	70	72	61	42	53				
FRL	56	53	52	65	63	45	42				

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	Attendance
Rationale	Based on correlated data from 17-18 school year 96 current students missed more then 17 days of school, and 47 current students were tardy more than 17 days of school. Current graduation requirements determine that students must attend at minimum of 90% of school days. Missing 10% or more days within a school year can negatively effect student learning, and is an early warning indicator for drop out. The Trauma Informed School PBIS program is designed to improve students behavioral and emotional issues to increase student attendance.
Intended Outcome	If 10% of students identified in the 17-18 attendance data decrease absence and tardies under 17 days , then student achievement will increase.
Point Person	Jarrod Eason (jarrod.eason@myoneclay.net)
Action Step	
Description	Students missing more than 10% of school days will be referred to Right Path program and Sednet program. Students missing more that 10% of school days will be referred to the social worker to initiate home visits, phone calls and/or letters home. Students missing more than 10% of school days will be placed in the mentorship program.
Person Responsible	Jarrod Eason (jarrod.eason@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Conduct once a month attendance meetings to monitor student attendance, achievement data from iReady diagnostics and growth monitoring assessments, and progress of students in the Right Path program. Conference with students who are still showing high absenteeism and tardiness.
Person Responsible	Jarrod Eason (jarrod.eason@myoneclay.net)

Activity #2	
Title	Lowest 25% gains in Math and ELA
Rationale	Students identified as the lowest 25% in achievement historically are among the most vulnerable populations within the school. These students are often more than one grade level behind and often require more supports within the classroom. 2017-2018 lowest quartile gains in math are 51% and ELA 55%.
Intended Outcome	If teachers identify and monitor students in the lowest 25% for remediation and targeted instruction based on data, then student in the lowest 25% will increase achievement 5% in ELA and Math.
Point Person	Jarrod Eason (jarrod.eason@myoneclay.net)
Action Step	
Description	Teachers will meet with administrators and instructional coaches for an initial data meetings to plan for instruction. Teachers will work with with instructional coaches, grade level and subject area teams to plan high quality instruction. Teachers will receive professional development opportunities to increase teacher capacity in specific areas identified by school-wide data. Teachers will provide small group instruction using Ready MAFS and LAFS material, and Fountas & Pinnell LLI. Teachers will use IReady Teacher Toolkit materials. Students will use ChromeBooks to complete task such as IReady, Achieve 3000 and other teacher created assignments. Title 1 staff and assistance will provide support for small group instruction and classroom support.
Person Responsible	Jarrod Eason (jarrod.eason@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Once a month data meetings to track student progress.
Person Responsible	Jarrod Eason (jarrod.eason@myoneclay.net)

Activity #3	
Title	Clay BUS early warning indicators
Rationale	The purpose of Trauma Informed Schools PBIS is to increase student success by decreasing behavior and emotional issues. Early Warning indicators identified on the Clay BUS provide information about students at risk and provide evidence of social, behavioral and emotional issues. The four key indicators are as follows Interacts with Peers 62 students, Seems Happy 35 students, Somatic 30 students, Self Control 121 students.
Intended Outcome	If there is a 25% decrease in the amount of students in the four key early warning indicators, then student achievement will increase.
Point Person	Jarrod Eason (jarrod.eason@myoneclay.net)

Action Step	
Description	Students represented in in the four key indicators will be referred to Sednet and/or Right Path. Teachers will be trained in Trauma Informed Practices. Guidance will provide class lessons Using Safety Matters.
Person Responsible	Jarrod Eason (jarrod.eason@myoneclay.net)

Plan to Monitor Effectiveness	
Description	At least once a month progress reports from Sednet and Right Path. Support and monitoring through guidance.
Person Responsible	Jarrod Eason (jarrod.eason@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, § 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 school plans to build relationships with parents, families and community stakeholders through the following activities. Open house/orientation allows parents to tour the campus, meet the teachers and find support services provided by the community. Chick-Fil-A for Champions, and Panera for Parents to promote the book fair and provide parents with reading and math strategies to help their students. Spring Carnival provides parents with educational opportunities and the community partners the opportunity to interact with parents and share their products and services. Relay for Life allows parents, teachers and the community to connect and fundraise for the America Cancer Society. Girls on Run this community organization provides students with SEL services through fitness and goal setting. School Dance and Information Nights provide parents and students with free reading materials and at home strategies to improve students academic performance. SAC provides parents and stakeholders opportunities to participate in school improvement planning.

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.

The Making Meaning curriculum contains social and emotional components. There is a Positive Behavioral Support System in place. School council focuses on improving the school in various ways. The guidance counselor, the school social worker and the school psychologist are available to all students upon request. Guidance will also be providing classroom lessons from Child Safety matters. Right Path will be providing one-on-one and group counseling. Sednet will provide on site counselling for students.

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

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transitional period.

At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Students with low reading readiness are given supplemental intensive reading instruction using SIPPS, and/or other research based programs. The STAR Early Literacy assessment (formerly FLKRS) and SIPPS diagnostic is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource Room and materials provided by Title I funds. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

Our outgoing 6th grade students are acclimated to their new junior high school environment by information given to them by the junior high staff who visit our school and explain the course schedules, electives and extra-curricular activities available to them.

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.

School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly 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 monthly 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.

Available resources are as follows:

Enrichment/after school tutoring provided by Title I

Substitute money provided by State and local funds for common planning and professional development

Title I teachers and Assistants for small groups in the classrooms

Parent Involvement Nights to inform Parents about Curriculum and Reading

SIPPS program purchased through Title I to assist K-2 with phonics

LLI purchased for tier 2 & 3 reading interventions

FSA Annual Testing

FSA Alternative Assessment

Performance Matters in 5th grade Science

iReady Diagnostics

Achieve 3000

FLKRS

Diagnostic Reading Assessments (DRA)

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

Included in the answer above. N/A. Elementary Only.