Cleveland Court Elementary School

2018-19 Schoolwide Improvement Plan

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Cleveland Court Elementary School

328 EDGEWOOD DR E, Lakeland, FL 33803

http://schools.polk-fl.net/clevelandcourt

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 KG-5	Yes	77%

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	A	B	B*

School Board Approval

This plan is pending approval by the Polk 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.

Every CCE student will be prepared academically and socially through rigorous learning experiences to become successful lifelong learners.

Provide the school's vision statement.

CCE, in partnership with family and community, will provide a safe and supportive learning environment where students strive for excellence in all they do.

School Leadership Team

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

Name	Title
RUTENBAR, CHERYL	Principal
Jacques-Ousley, Emily	Teacher, K-12
Gainer, Linda	School Counselor
Long, Megan	Teacher, K-12
Kranek, Lee	Assistant Principal
Pion, Debra	Teacher, K-12
Nolin, Lisa	Teacher, K-12
Alia, Sebrina	Teacher, K-12
Alexander, Melissa	Teacher, K-12
Ward, Christina	Teacher, K-12
Ortiz, Suggey	Teacher, K-12
Blackwell, Jennifer	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 administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). They share past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward. School Leaders suggest professional develop needs for the staff. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The guidance counselor provides teachers with social/emotional data and strategies for Tier 1, 2, and 3 students.

Early Warning Systems

Polk - 0081 - Cleveland Court Elem. School - 2018-19 SIP

Cleveland Court Elementary School

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	11	8	5	8	6	0	0	0	0	0	0	0	51
One or more suspensions	12	5	10	4	9	14	0	0	0	0	0	0	0	54
Course failure in ELA or Math	0	0	1	3	0	2	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	7	20	17	0	0	0	0	0	0	0	44

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	3	1	3	9	10	0	0	0	0	0	0	0	28

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	7	1	2	3	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	3	0	2	2	0	0	0	0	0	0	0	0	0	7

Date this data was collected

Thursday 6/21/2018

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	0	9	7	7	8	9	0	0	0	0	0	0	0	40
One or more suspensions	0	2	2	2	8	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	4	23	0	0	0	0	0	0	0	27

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	1	1	6	9	0	0	0	0	0	0	0	17

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	0	9	7	7	8	9	0	0	0	0	0	0	0	40
One or more suspensions	0	2	2	2	8	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	4	23	0	0	0	0	0	0	0	27

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	1	1	6	9	0	0	0	0	0	0	0	17

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?

ELA Lowest 25%-This is not a trend
2016 34%
2017 73%
2018 32%

Which data component showed the greatest decline from prior year?

ELA Lowest 25% declined by 41%

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

ELA Lowest 25% -16%
Math Achievement +16%

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

Science Increased 12% This is not a trend
Math Achievement increased 5% This is a trend

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

Math-Increased focus as a school, collaborative planning with item specs, differentiated small group instruction, addition of Reflex and Woot, daily calendar math, using better resources, later math testing dates.

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	63%	50%	56%	67%	48%	52%
ELA Learning Gains	48%	51%	55%	50%	49%	52%
ELA Lowest 25th Percentile	32%	45%	48%	34%	42%	46%
Math Achievement	78%	58%	62%	64%	54%	58%
Math Learning Gains	68%	56%	59%	64%	52%	58%
Math Lowest 25th Percentile	53%	44%	47%	48%	41%	46%
Science Achievement	71%	53%	55%	62%	46%	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	13 (0)	11 (9)	8 (7)	5 (7)	8 (8)	6 (9)	51 (40)
One or more suspensions	12 (0)	5 (2)	10 (2)	4 (2)	9 (8)	14 (7)	54 (21)
Course failure in ELA or Math	0 (0)	0 (0)	1 (2)	3 (0)	0 (0)	2 (0)	6 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (0)	20 (4)	17 (23)	44 (27)

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	72%	51%	21%	57%	15%
	2017	66%	53%	13%	58%	8%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	54%	48%	6%	56%	-2%
	2017	64%	51%	13%	56%	8%
Same Grade Comparison		-10%				
Cohort Comparison		-12%				
05	2018	55%	50%	5%	55%	0%
	2017	59%	44%	15%	53%	6%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	88%	56%	32%	62%	26%
	2017	72%	58%	14%	62%	10%
Same Grade Comparison		16%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	74%	57%	17%	62%	12%
	2017	66%	60%	6%	64%	2%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2018	64%	56%	8%	61%	3%
	2017	64%	47%	17%	57%	7%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	51%	16%	55%	12%
	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	39	50	31	60	70	64	54				
ELL	15	40		69	70						
BLK	39	36	33	58	59	63	50				
HSP	51	37		76	62		64				
WHT	78	58		86	71	55	84				
FRL	49	41	28	67	60	50	63				

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	32	47	50	27	47	33					
ELL	38			38							
BLK	33	52		52	65	55	36				
HSP	51	75		68	79		55				
WHT	85	75		83	82		81				
FRL	48	63	67	60	72	50	38				

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	ELA Learning Gains
Rationale	48% of 4th and 5th grade ELA students made learning gains. 32% of the lowest 25% of 4th and 5th grade ELA students made learning gains. 9 out of 19 level 1 students made learning gains. 8 out of 27 level 2 students made learning gains. 26 out of 36 level 3 students made learning gains. 18 out of 31 level 4 students made learning gains. 7 out of 18 level 5 students made learning gains.
Intended Outcome	The percentage of ELA students making learning gains will be 71%, which was our 2017 level, on their 2019 FSA ELA test. The percentage of the lowest 25% ELA students making learning gains will be 73%, which was our 2017 level, on their 2019 FSA ELA test.
Point Person	CHERYL RUTENBAR (cheryl.rutenbar@polk-fl.net)

Action Step	
Description	1. Hire a Literacy Coach. 2. Hire a paraprofessional to work with small groups of students on specific ELA standards. 3. Weekly grade level collaborative planning with literacy coach with an emphasis on meeting the rigor of the standards in whole group and small group instruction. Decisions will be made on appropriate resources, student activities, and formal assessments that meet the level of the rigor of the standard. 4. Biweekly PLCs data analysis with 3rd-5th grade level. All K-5th teachers will conduct progress monitoring, recording student data throughout the week in SharePoint, in whole group and small group; students will record their own data and track their progress. 5. Purchase SIPPS materials. 6. Teachers will be provided professional development in Balanced Literacy Framework, Ready materials, and LSI-Leading Rigorous Instruction, and SIPPS. 7. Classroom teachers will accompany students to the media center armed with current AR ZPD levels, comprehension percentage, and AR points. Once students select their books, the teacher will conduct data chats with students to ensure that the books are at their level and that student reading levels are increasing throughout the year. 8. Hire substitutes for classroom teachers to engage collaboratively in planning for small group instruction 9. Purchase high interest library books. 10. Provide students with after school tutoring. 11. Incorporate fluency intervention in all classrooms and teachers will conduct progress monitoring recording student data in SharePoint. 12. Weekly Text and Writing Scripts focusing on comprehension and writing traits shown on morning school news. 13. Purchase BrainPop and BrainPop Jr. to use for activating ELA strategies.
Person Responsible	Emily Jacques-Ousley (emily.jacquesousley@polk-fl.net)

Plan to Monitor Effectiveness	
Description	1. Classroom observations, teacher implementation of the standards, student assessment data. 2. Analysis of student formative and summative assessment data. 3. Teacher Lesson Plans, formative assessment data, student products, and classroom observations

4. Classroom observations looking at small group instruction to ensure that it is meeting the rigor of the standards and is based on student progress monitoring data. Student assessment data will be analyzed for improvements.
5. Analyze student fluency data.
6. Sign in sheets, classroom evaluations to ensure that implementation of teacher learning in the classroom, and student assessment data.
7. Literacy coach will print the AR Diagnostic Reports every Friday and the leadership team will analyze the data weekly to determine if students are on track of being at or above grade level by the end of the school year.
8. Classroom walk-throughs to ensure that small group instruction is meeting the rigor of the standard and the needs of the students, and students' assessment scores.
9. AR Diagnostic Reports.
10. Analyze student data.

Person Responsible Emily Jacques-Ousley (emily.jacquesousley@polk-fl.net)

Activity #2	
Title	Positive Learning Environment
Rationale	In 2017-2018, administration processed 258 discipline referrals. 54 out of 420 students had one more suspensions.
Intended Outcome	In the 2018-2019 school year, the number of discipline referrals will decrease by 100.
Point Person	Lee Kranek (lee.kranek@polk-fl.net)

Action Step	
Description	1. Provide the staff with ongoing professional development in CHAMPS 2. Conduct monthly Student Success meetings with the PBS team 3. Provide parents with Parent Partnership agreement 4. All teachers will join Remind or Class Dojo 5. Teachers will send home communication folders on Tuesday. Student agendas, PBS cards and Behavior cards will go home daily for parents to review 6. Kindness Club Meetings 7. Positive messages on our morning shows--Manners Matter (Character Education each month) 8. Monthly PBS Reward 9. Reteach classroom/school/bus/expectations and appropriate responses to students receiving referrals. 10. Participate in One School One Book Initiative 11. Provide staff training in the Sanford Harmony Program
Person Responsible	Lee Kranek (lee.kranek@polk-fl.net)

Plan to Monitor Effectiveness	
Description	1. School and Classroom Observations 2. Review the number of students participating in monthly PBS reward and the number of office discipline referrals for the month 3. Review the number of parent return forms received 4. Parent communication log 5. Tuesday Communication Folders, Agendas and Behavior cards will have a parent signature 6. The number of student office discipline referrals 7. The number of student office discipline referrals 8. Review individual student PBS Cards 9. The number of repeat students with office discipline referrals 10. School wide culminating activity 11. The number of repeat students with office discipline referrals 12. Implement behavior infraction forms in all classrooms.
Person Responsible	Lee Kranek (lee.kranek@polk-fl.net)

Activity #3	
Title	Math Proficiency
Rationale	Students in the lowest 25% in 4th grade have shown gains of 31%, 31%, and 33% for the past 3 years. Students not proficient in math by 4th grade, struggle to connect previous learning to new more complex expectations. As a school, we need to ensure that students are meeting grade level standards before being promoted to the next grade level.
Intended Outcome	The percentage of the students proficient in math in grades K-5th will be 80% by the end of the school year.
Point Person	CHERYL RUTENBAR (cheryl.rutenbar@polk-fl.net)

Action Step	
Description	1. Incorporate math into the daily routines of teachers 2. Calendar math completed daily 3. Purchase math manipulatives 4. Offer after school math tutoring 5. Send teacher to math contact day training 6. Teachers will collaboratively plan weekly 7. Teachers will conduct progress monitoring, recording student data 8. Hire substitute for classroom teachers to engage collaboratively in planning for small group instruction 9. Incorporate daily fluency 10. Students will be assigned to STAR math fluency and Woot Math 11. Differentiated small group instruction 12 Purchase Reflex and Wootmath to increase number sense and fluency. 13. Weekly Math scripts focusing on strategies shown on morning school news. 14. Purchase BrainPop and BrainPop Jr. to use for activating Math strategies.
Person Responsible	CHERYL RUTENBAR (cheryl.rutenbar@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Analyze STAR, District Module Assessments, Istation, and FSA Data by grade level, teacher, and student.
Person Responsible	CHERYL RUTENBAR (cheryl.rutenbar@polk-fl.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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable, can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our identified ESE students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):
• Champs
• PBIS
• Mentoring Programs

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

• Kindergarten Round Up-CCE holds a kindergarten roundup each year in the spring. Parents of incoming kindergartners are provided with a packet of information, strategies to use with children from birth-six, and a tour of the campus. Materials shared with parents are obtained from United Way and the kindergarten teachers at CCE.
• 5th graders visiting/touring middle schools-CCE invites the surrounding middle school counselors the opportunity to come to CCE to provide information to our 5th grade students and to answer any questions by the students.
• WE3 Expo-All CCE 5th grade students attend the WE3 Expo, which provides students the opportunity to explore middle school options within our district.

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.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

Though we are an elementary school, students are exposed to different careers during the Great American Teach In, which is a yearly event at CCE.

Part V: Budget	
Total:	**$0.00**