

Duval County Public Schools

Cedar Hills Elementary School



2019-20 Schoolwide Improvement Plan

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Cedar Hills Elementary School

6534 ISH BRANT RD, Jacksonville, FL 32210

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

Demographics

Principal: Marva Mckinney M

Start Date for this Principal: 8/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (41%) 2017-18: D (40%) 2016-17: C (44%) 2015-16: C (50%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">76%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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SIP Authority

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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	Job Duties and Responsibilities
McKinney, Marva	Principal	The Leadership Team provides direction, instructions and guidance to 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.
Bylerley-Ray, Megan	Assistant Principal	
Taylor, Vincent	Instructional Coach	
Logan, Teresa	Other	
Woods, Courtney	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	80	89	107	84	95	0	0	0	0	0	0	0	533
Attendance below 90 percent	0	5	1	9	6	13	0	0	0	0	0	0	0	34
One or more suspensions	2	5	1	10	3	3	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	5	17	24	40	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	9	16	0	0	0	0	0	0	0	29

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	17	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	50%	57%	33%	49%	55%
ELA Learning Gains	41%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	49%	50%	53%	57%	54%	52%
Math Achievement	42%	62%	63%	41%	62%	61%
Math Learning Gains	51%	63%	62%	44%	63%	61%
Math Lowest 25th Percentile	44%	52%	51%	48%	54%	51%
Science Achievement	31%	48%	53%	37%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	78 (0)	80 (0)	89 (0)	107 (0)	84 (0)	95 (0)	533 (0)
Attendance below 90 percent	0 (0)	5 (7)	1 (17)	9 (26)	6 (14)	13 (11)	34 (75)
One or more suspensions	2 (3)	5 (2)	1 (2)	10 (2)	3 (4)	3 (2)	24 (15)
Course failure in ELA or Math	0 (0)	0 (4)	0 (1)	0 (18)	0 (0)	0 (0)	0 (23)
Level 1 on statewide assessment	0 (0)	0 (0)	5 (0)	17 (52)	24 (29)	40 (27)	86 (108)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	28%	51%	-23%	58%	-30%
	2018	22%	50%	-28%	57%	-35%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	27%	52%	-25%	58%	-31%
	2018	25%	49%	-24%	56%	-31%
Same Grade Comparison		2%				
Cohort Comparison		5%				
05	2019	28%	50%	-22%	56%	-28%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	61%	-23%	62%	-24%
	2018	24%	59%	-35%	62%	-38%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	44%	64%	-20%	64%	-20%
	2018	49%	60%	-11%	62%	-13%
Same Grade Comparison		-5%				
Cohort Comparison		20%				
05	2019	42%	57%	-15%	60%	-18%
	2018	43%	61%	-18%	61%	-18%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	49%	-17%	53%	-21%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-13%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	6	26	35	21	25	20	8				

2019 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 2017-18	C & C Accel 2017-18
ELL	21	18		21	27						
BLK	18	44	50	36	54	52	22				
HSP	19	29		35	38						
WHT	41	43		58	51		60				
FRL	25	44	49	39	48	44	30				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest area of performance was in ELA achievement at 26%. Some of the contributing factors include novice teachers, teacher turnover, and a new reading curriculum. Teachers were trained throughout the school year for RMSE and Corrective reading

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

The lowest area of performance was in bottom quartile math and math learning gains. Some of the contributing factors include novice teachers, teacher turnover, and a new math curriculum

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.

The largest gap in performance is ELA achievement. Some of the contributing factors include novice teachers, teacher turnover, and a new reading curriculum. Teachers were trained throughout the school year for RMSE and Corrective reading

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

ELA lowest 25 percent showed the most improvement, this may be contributed to RMSE and Corrective reading

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance below 90 percent
Level 1 on statewide assessments

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

1. ELA Achievement
2. Science Achievement
3. Learning Gains ELA/Math
4. Lowest 25th percentile ELA
5. Lowest 25th percentile Math

Part III: Planning for Improvement

Areas of Focus:

#1

Title	ELA and Bottom Quartile
Rationale	The goal is to increase the ELA overall proficiency and bottom quartile gains for the students with disabilities, ELL, Black/African American students, Hispanic students and economically disadvantaged students.
State the measurable outcome the school plans to achieve	<p>School Data: 26% ELA Proficiency (Increase of 1% from 2017-2018) 41% ELA Gains (Increase of 7% from 2017-2018) 49% ELA Bottom Quartile (Increase of 21% from 2017-2018)</p> <p>Intended Outcome: The intended outcome is to increase the overall ELA proficiency, gains and bottom quartile scores as measured by the FSA. As a result of enhanced instructional practices student achievement will increase.</p>
Person responsible for monitoring outcome	Courtney Woods (ellisc@duvalschools.org)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step

Description	<ol style="list-style-type: none"> 1. Increase the use of Corrective Reading, Reading Mastery Signature Edition, I-Ready LAFS materials and Performance Coach. Targeted selection of students participating in the 21st century after school 2. Targeted selection of students participating in the 21st century after school program. 3. Utilizing: Implement Corrective Reading Program Implementation of Reading Mastery Signature Edition LAFS Materials as Core Reading Implement Performance Coach in the after school program 4. Enhance lesson implementation including small group instruction and differentiated instruction. 5. Administrators will conduct daily classroom walkthroughs with timely and explicit feedback. 6. ELA Coach will follow up with teachers on next steps and provide continuous support.
Person Responsible	Courtney Woods (ellisc@duvalschools.org)

#2	
Title	Math Proficiency, Gains and Bottom Quartile
Rationale	The goal is to increase the Math overall proficiency, gains and bottom quartile gains for the students with disabilities, ELL, Black/African American students, Hispanic students and economically disadvantaged students.
State the measurable outcome the school plans to achieve	<p>School Data:</p> <p>42% Math Proficiency (Increase of 4% from 2017-2018)</p> <p>51% Math Gains (Decrease of 8% from 2017-2018)</p> <p>44% Math Bottom Quartile (Decrease of 6% from 2017-2018)</p> <p>Intended outcome: The intended outcome is to increase Math proficiency, gains and bottom quartile gains as measured by the FSA. As a result of enhanced instructional practices student achievement will increase.</p>
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase the use of Eureka Math, Acaletics K-5, and Performance Coach. 2. Targeted selection of students participating in the 21st century after school program. 3. Utilizing: <ul style="list-style-type: none"> Implementation of Eureka Math Implementation of Acaletics Implement Eureka Succeed Workbook Implement Performance Coach in the after school program
Person Responsible	[no one identified]

#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

State the measurable outcome the school plans to achieve	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
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize Full Service Schools 2. Utilize Sanford Harmony Curriculum 3. Communication with parents via Class DoJo and Class Tag 4. Academic Awards
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Activity #1

Title: ELA and Bottom Quartile

Rationale:

The goal is to increase the ELA overall proficiency and bottom quartile gains for the students with disabilities, ELL, Black/African American students, Hispanic students and economically disadvantaged students.

School Data:

26% ELA Proficiency (Increase of 1% from 2017-2018)

41% ELA Gains (Increase of 7% from 2017-2018)

49% ELA Bottom Quartile (Increase of 21% from 2017-2018)

Intended Outcome: The intended outcome is to increase the overall ELA proficiency, gains and bottom quartile scores as measured by the FSA. As a result of enhanced instructional practices student achievement will increase.

Point People: Coach Courtney Woods (Ellisc@duvalschools.org) and Interventionist Teresa Logan (logant@duvalschools.org)

Action Step for ELA:

Description: Increase the use of Corrective Reading, Reading Mastery Signature Edition, I-Ready LAFS materials and Performance Coach. Targeted selection of students participating in the 21st century after school program.

Utilizing:

Implement Corrective Reading Program

Implementation of Reading Mastery Signature Edition

LAFS Materials as Core Reading

Implement Performance Coach in the after school program

People Responsible: Interventionist Teresa Logan (logant@duvalschools.org), Tutor Andrea Phillips (phillipsA3@duvalschools.org), Tutor Elizabeth Benton (bentonE@duvalschools.org) and Media Specialist Pam Drinkwater (drinkwatpe@duvalschools.org)

Plan to Monitor Effectiveness: Implement professional development based on the needs of the faculty. Effectively utilize pre-planning, common planning, early release days for training.

Description: 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.

Person Responsible: Coach Courtney Woods (ellisc@duvalschools.org), Assistant Principal Megan Ray (byerleym@duvalschools.org) and Principal Marva McKinney (mckinneym3@duvalschools.org)

Activity #2

Title: Math Proficiency, Gains and Bottom Quartile

Rationale: The goal is to increase the Math overall proficiency, gains and bottom quartile gains for the students with disabilities, ELL, Black/African American students, Hispanic students and economically disadvantaged students.

School Data:

42% Math Proficiency (Increase of 4% from 2017-2018)

51% Math Gains (Decrease of 8% from 2017-2018)

44% Math Bottom Quartile (Decrease of 6% from 2017-2018)

Intended outcome: The intended outcome is to increase Math proficiency, gains and bottom quartile gains as measured by the FSA. As a result of enhanced instructional practices student achievement will increase.

Point Person: Coach Vincent Taylor (taylorv2@duvalschools.org)

Action Step

Description: Increase the use of Eureka Math, Acaletics K-5, and Performance Coach. Targeted selection of students participating in the 21st century after school program.

Utilizing:

Implementation of Eureka Math

Implementation of Acaletics

Implement Eureka Succeed Workbook

Implement Performance Coach in the after school program

Person Responsible: Coach Vincent Taylor (taylorv2@duvalschools.org)

Plan to Monitor Effectiveness: 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: Coach 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: Principal Marva McKinney (mckinneym3@duvalschools.org), Assistant Principal Megan Ray (byerleym@duvalschools.org) and Volunteer Liaison Krista Hitson (HitsonK@duvalschools.org)

Action Step

Description:

Utilize Full Service Schools

Utilize Sanford Harmony Curriculum

Communication with parents via Class DoJo and Class Tag

Academic Awards

Plan to Monitor Effectiveness: 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.

People Responsible: Principal Marva McKinney (mckinneym3@duvalschools.org), Assistant Principal Megan Ray (byerleym@duvalschools.org) and Volunteer Liaison Krista Hitson (HitsonK@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 Schoolwide Improvement Plan 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, 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.

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.

Nutrition Programs

The school participates in the Breakfast in the Classroom program,

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 kindergartners.

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, the students will learn about various careers and colleges. Special guests will be invited from various businesses and community organizations.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA and Bottom Quartile	\$0.00
2	III.A.	Areas of Focus: Math Proficiency, Gains and Bottom Quartile	\$0.00
3	III.A.	Areas of Focus: Behavior (Social and Emotional Learning)	\$0.00
Total:			\$0.00