Cleveland Elementary School

2020-21 Schoolwide Improvement Plan

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Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Christina Copeland

Start Date for this Principal: 5/11/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: C (47%) 2016-17: D (34%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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Cleveland Elementary School

723 E HAMILTON AVE, Tampa, FL 33604

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

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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.

Create a data driven culture in which teachers plan and respond to student data to enhance learning.

Provide the school's vision statement.

Empowering students to be lifelong learners and respectful citizens.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Roberts, Lynn	Principal	Collaborate with leadership team, teachers, and parents to ensure that Cleveland Elementary empowers students to be lifelong learners and successful citizens. Every child, Every chance, Every day!

Demographic Information

Principal start date
Monday 5/11/2015, Christina Copeland

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school
19

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: C (47%) 2016-17: D (34%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
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](#).	

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	29	41	40	45	57	37	0	0	0	0	0	0	0	249
Attendance below 90 percent	6	11	11	6	11	4	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	16	0	0	0	0	0	0	0	24

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	0	0	0	0	0	0	0	0	0	0	

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	1	1	0	2	16	2	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 10/30/2020

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	
Number of students enrolled	44	48	70	57	56	51	0	0	0	0	0	0	0	326
Attendance below 90 percent	12	9	9	6	11	6	0	0	0	0	0	0	0	53
One or more suspensions	0	1	5	2	1	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	34	24	28	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	24	13	20	0	0	0	0	0	0	0	57

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	7	8	7	0	0	0	0	0	0	0	22

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	4	6	6	10	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	44	48	70	57	56	51	0	0	0	0	0	0	0	326
Attendance below 90 percent	12	9	9	6	11	6	0	0	0	0	0	0	0	53
One or more suspensions	0	1	5	2	1	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	34	24	28	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	24	13	20	0	0	0	0	0	0	0	57

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	7	8	7	0	0	0	0	0	0	0	22

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	4	6	6	10	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	32%	52%	57%	26%	52%	55%
ELA Learning Gains	44%	55%	58%	47%	55%	57%
ELA Lowest 25th Percentile	50%	50%	53%	56%	51%	52%
Math Achievement	31%	54%	63%	28%	53%	61%
Math Learning Gains	39%	57%	62%	31%	54%	61%
Math Lowest 25th Percentile	30%	46%	51%	29%	46%	51%
Science Achievement	20%	50%	53%	18%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	32%	52%	-20%	58%	-26%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	38%	55%	-17%	58%	-20%
	2018	29%	55%	-26%	56%	-27%
Same Grade Comparison		9%				
Cohort Comparison		1%				
05	2019	25%	54%	-29%	56%	-31%
	2018	49%	51%	-2%	55%	-6%
Same Grade Comparison		-24%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	54%	-31%	62%	-39%
	2018	50%	55%	-5%	62%	-12%
Same Grade Comparison		-27%				
Cohort Comparison						
04	2019	41%	57%	-16%	64%	-23%
	2018	41%	57%	-16%	62%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
05	2019	29%	54%	-25%	60%	-31%
	2018	41%	54%	-13%	61%	-20%
Same Grade Comparison		-12%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	51%	-29%	53%	-31%
	2018	33%	52%	-19%	55%	-22%
Same Grade Comparison		-11%				
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	13	53									
ELL	41	53		32	67		27				
BLK	24	38	50	25	31	22	8				
HSP	45	57		37	61		33				
WHT	45	50		64	30						
FRL	31	44	50	31	37	30	21				

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	8	33		9	15						
ELL	35	62		48	69						
BLK	25	48	43	34	44	44	15				
HSP	50	70		63	74		50				
WHT	63	60		67	40						
FRL	38	54	53	48	52	48	32				

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	4	29	40	8	7						
ELL	26	50		33	44						
BLK	19	41	43	22	27	33	10				
HSP	30	46		33	32		20				
WHT	50			40							
FRL	26	47	56	28	32	29	19				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Math lowest 25% had the lowest performance with a -18% loss of points. Contributing factors: classroom vacancies in 3rd and 5th grade, math coach pulled from support to classroom teacher. Trends: new 5th grade teachers every year

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

Math Proficiency-
*Lack of high quality instruction before 3rd grade
*Lack of teacher knowledge of planning and standards
*Lack of understanding student needs and math strategies
*Limited PD/Coaching support and feedback
*Shift in support to intermediate due to accountability measures

Adopted new high-quality curriculum, created new expectations for all. New curriculum and Instructional Design Plan (including learning ladders) required time for teachers to understand and implement.

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.

Science proficiency has the greatest gap of -33% (school data) when compared to the 53% (state average). New 5th grade teachers every year and/or 5th grade vacancies.

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

ELA Lowest 25% gains- Though we dropped 3% points, the last 3 years our % has been 50 points or above. We created a collaborative planning schedule to ensure that KG-5th grade teachers met with reading coach weekly with a focus on student data and small group instruction. Grade level teachers pulling intentional small groups for intervention.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance- Though our attendance has increased over the last 3 years, 19% of 5th graders have attendance below 90%:

2017/2018- 92.7%
2018/2019- 92.9%
2019/2020- 94.7%

Our 5th grade data trends over the last 3 years has always shown a decline in all content areas

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

1. Math Proficiency
2. Math Lowest 25% Gains
3. Science Proficiency
4. ELA Proficiency
5. Math Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	To create a culture of data driven instruction within a visible learning classroom. Teachers will communicate learning targets and success criteria in order to deliver standards aligned lessons that meet the needs of all students. Data collected from 2019-2020 iReady winter diagnostic, showed that 34% of students were on level in ELA and 30% of students were on level in Math. During the second semester, the collection and analysis of student work and assessments were limited, therefore, teachers were not able to able to assess student progress on the standards. Title One and Unisig monies will be used to purchase content coaches and/or personnel (daytime or afterschool tutors) to support students and teachers in grades KG-5th grade. Laptops will be purchased for teacher and student use in the classroom to gain access to online platforms. Nearpod subscription will be purchased in August for student access to lessons created by the classroom teachers KG-5th grade. Materials for student use in the classroom and/or at home will also be purchased (copy paper, toner for printers, chart paper, markers, white boards for students).
Measurable Outcome:	By October of 2020, at least 75% of KG-5th grade teachers will have successfully provided opportunities to have students be engaged in tasks that are aligned to the standards, as evidenced by walk through data. By October of 2020, at least 100% of KG-5th grade teachers will actively participate in weekly PLC's with grade level peers and resource coaches with a focus on one of the three principles of data driven instruction: assess, analyze and act using a standards based planning protocol rubric. By May of 2021, 100% of KG-5th grade teachers will have successfully provided opportunities to be engaged in tasks that are aligned to the standards, as evidenced by walk through data.
Person responsible for monitoring outcome:	Lynn Roberts (lynn.roberts@hcps.net)
Evidence-based Strategy:	Establish a data-driven culture using strategies from Paul Bambrick-Santoyo Driven by Data 2.0 and Leverage Leadership 2.0. Visible learning strategies by John Hattie and Douglas Fisher (Teacher Clarity)
Rationale for Evidence-based Strategy:	The 4 key components within DDI will help build a highly active leadership team and create a data-driven culture in which the use of data driven practices will change the focus from "what was taught" to "what was learned". Visible learning strategies for teacher clarity (learning intentions and success criteria) will also be incorporated into walk through look fors. The learning intentions drives the lesson

and students will develop a better understanding of how close they are to mastering the expectations of the standards.

Action Steps to Implement

Active Leadership Team

1. In August of 2020, establish clear protocols and expectations for collaborative planning for task development and student work analysis.

2. In August of 2020, establish look fors in ELA and Math that align to our instructional priorities.

3. In August of 2020, train the leadership team in leading data analysis meetings for weekly and interim assessments to include: Clear roles and responsibilities, norms, expectations, protocols, and assessment calendar.

4. In August of 2020 and ongoing weekly to May of 2021, begin meeting with leadership team (principal, APEI, reading coach, math coach and teacher leaders).

5. Starting in August of 2020 and ongoing monthly to May of 2021, grade level teams will closely analyze and monitor student learning, we will be able to identify deficient areas of learning across all content areas.This process will enable us to create lessons to support learning gaps and provide interventions to increase student achievement.

6. In the first semester, professional development will be given to all KG-5th grade teachers on teacher clarity using the "Visible Learning" strategies (learning intentions and success criteria) by Doug Fisher and John Hattie.

7. Starting in September of 2020 and ongoing monthly to May of 2021, the leadership team will facilitate teacher-leader meetings through a close look at student work and data in order to identify school-wide trends and monitor student learning. Student learning will be impacted after teacher leaders analyze results, adapt instruction and create action plans in response to weekly and interim assessments. Resource coaches will facilitate data chats with grade level teachers KG-5th and work collaboratively with teams to create action plans for reteach and interventions.

Person Responsible	Lynn Roberts (lynn.roberts@hcps.net)

Assessment/Curriculum
1. In August of 2020, develop assessment calendar for administration for first semester.

2. In August of 2020, create systems to have access to assessment prior to administering and/or DDI action plans when observing for first semester. Grade level teachers will use newly purchased laptops to access these assessments.

3. In September of 2020, KG-5th grade teams will establish grade level calendars for collaborative planning using DDI principles (assessment, analyze and action plans).

Person Responsible	Lynn Roberts (lynn.roberts@hcps.net)

Data Meetings
1. In August of 2020, create meeting schedule to conduct data meetings to analyze interim data (every 6 weeks) and to conduct monthly data meetings with teachers.

2. In August of 2020, establish monitoring tools for all post assessments, action plan templates/tracker (to include: reteach goals, timeline and focus area).

3. In September of 2020, create observation schedules to observe teachers in reteaching implementation.

4. Starting in August 2020, resource teachers will collaborate with KG-5th grade teachers to review baseline district data, FSA, Achieve 3000 and iReady data in order to identify grade level trends.

5. In October of 2020, the Leadership will review grade level data walls to identify bottom quartile and ESSA subgroups: SWD, black and Economically Disadvantaged students to identify individual support needed.

6. In October of 2020, a plan of support for individual students will be created aligning resources to the needs of each ESSA subgroup. A specific schedule will be created for each of our 4 resource teachers (2 ELA and 2 Math) to ensure that student groups are met with weekly.

7. Starting in October of 2020, the leadership team will meet monthly to review ESSA subgroup data and will adjust support as needed and celebrate progress.

Person Responsible   Lynn Roberts (lynn.roberts@hcps.net)

Analyze for trends
1. In August of 2020, KG-5th grade teachers will begin to conduct a deep analysis of the school-wide data trends (using iReady diagnostic 2, interim and ANET assessment data).

2. In August of 2020, KG-5th grade teachers will review student work to select the highest leverage standards/questions to focus on for analysis.

3. In August of 2020, KG-5th grade teachers will ID key conceptual understandings and errors for a given standards and/or task.

4. In August of 2020, KG-5th grade teachers will determine the highest leverage action steps to take to close the gap.

5. In August of 2020, KG-5th grade teachers will identify individual students strengths and areas of deficiencies in ELA & Math.

6. In August of 2020, KG-5th grade teachers will identify tier 3 students and will schedule into weekly small groups for intervention.To increase student achievement, Nearpod and other software programs will be used with students in grades KG-5th grade to be used in all content areas.

Person Responsible   Lynn Roberts (lynn.roberts@hcps.net)

Standards aligned-instruction

1. In August 2020, teachers will communicate learning targets and success criteria that are aligned to grade level standards.

2. In August of 2020, KG-5th Grade level teams will be collaborating with resource teachers to design lessons aligned to the grade level standards.

3. Starting In August 2020 and ongoing weekly in grade level PLC's, KG-5th grade teachers will plan

questions, tasks and assignments that yield data that will allow the teacher to assess students' progress towards learning outcomes that are aligned to grade level standards.

4. In August of 2020, site based protocols for ELA and math will be established to outline procedures for standard based aligned lesson planning:
ELA & Math- Unit Launch/Unpacking, Lesson Development, and Data Chats

Person Responsible   Lynn Roberts (lynn.roberts@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Cleveland's area of focus will be to create a foundation for a safe and positive learning environment through teaching the principles of social emotional learning during morning meetings. The social emotional strategies taught will improve student's actions and conduct, increasing student engagement by building character and personal accountability for behavior and academics. Based on the 2019-2020 teacher Action for School Quality Initiative (ASQI) results, 34.48% of students at Cleveland follow rules of conduct. When there is a safe and positive school climate and culture, students' academic, behavioral and mental health outcomes is greatly impacted. Unisig money will be used to purchase materials/resources to teach social emotional learning to be used during daily morning meetings.
Measurable Outcome:	Data from the behavior tracker online platform will be collected biweekly to measure student conduct. The number of incidents reported will show a decrease each month. As a result of on going monitoring and support, the ASQI data results for managing student conduct will also improve by at least 20% in each category in May of 2021. In October 2020, 100% of KG-5th grade teachers will be actively participating/leading their homeroom morning meetings daily incorporating at least 3/4 components.
Person responsible for monitoring outcome:	Lynn Roberts (lynn.roberts@hcps.net)
Evidence-based Strategy:	The evidenced- based strategy being implemented for the 2020-2021 school year is Ron Clark Academy House System. Each house will be our learning and leadership communities for scholars and will have its own unique traits (name, color, crest symbol, motto) to promote a positive school climate and culture, build character, and improve student conduct and academics.
Rationale for Evidence-based Strategy:	The House System is a school-wide initiative meant to create a positive climate and culture for students and staff. The intention of The House System is to build character, foster relationships, and promote success. Teacher leaders and administration will receive professional development from the Ron Clark Academy over the course of two days. The PD will focus on a variety of topics affecting climate and culture.
Action Steps to Implement	

Ron Clark House System
1. In June of 2020, Establish a team for implementation of the Ron Clark Academy (RCA) House System.
2. In June and July of 2020, RCA teams will attend district training given by RCA.
3. In June of 2020, team will meet and establish house system, guidelines, protocols, expectations, and incentives
4. In August of 2020, the RCA team will train all staff on the house system.
5. In August of 2020, RCA house leaders will meet monthly
6. In September of 2020, Problem Solving Leadership Team (PSLT) and RCA staff will monitor the impact of the house system and structures bi-weekly and make improvements as needed.

Person Responsible	Lynn Roberts (lynn.roberts@hcps.net)

Social Emotional Learning (SEL)
1. In August of 2020, new staff members will meet with the social service team for individual training on SEL resources/materials.
2. In August of 2020, expectations for SEL and morning meeting will be shared to all staff. Unisig funds will be used to purchase morning meeting books for KG-5th grade teachers.
3. In August of 2020, walk throughs will be conducted daily by social service team and/or administration
4. In August of 2020, social service team and administration will begin to meet monthly to discuss trends and supports needed for students and teachers.

Person Responsible Lynn Roberts (lynn.roberts@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

To build upon our relationships with our stakeholders, we plan to create structures that will allow for safe, social distancing interactions in order to increase student achievement. Our stakeholders have been impactful over the years with providing services in tutoring in all content areas, gardening and beautification initiatives, student celebrations, and programs to engage students, parents and the community.

Through the use of a virtual platform, we plan to continue to encourage our stakeholders to stay connected with our students individually and whole/small group presentations or activities. Materials and resources will be prepared and readily available for e-volunteering after on-boarding have been provided by administration.

Teachers will have the opportunity to serve on a culture committee to address students' needs, plan for celebrations and incentives, and conduct parent workshops and school-wide events.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$151,083.09
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG	1.0	$57,528.71
			Notes: Reading Resource Teacher Salary- Morgan This resource will collaborate with KG-5 teachers aligning tasks to standards based lesson planning weekly. They will help create and deliver professional development to KG-5th grade teachers.			
	5100	120-Classroom Teachers	0881 - Cleveland Elementary School	UniSIG	1.0	$45,561.59
			Notes: Math Resource Teacher Salary- currently vacant Collaborate with KG-5 teachers aligning tasks to standards based lesson planning, assist with for small group instruction. They will also host data chats with teachers , perform classroom modeling and provide PD.			
	5100	644-Computer Hardware Non-Capitalized	0881 - Cleveland Elementary School	UniSIG		$2,214.00
			Notes: 3 teacher 440 HP laptops $738x3=$2,214.00 Teacher laptops for classroom use to			
	5100	539-Technology-Related Periodicals	0881 - Cleveland Elementary School	UniSIG		$5,282.85
			Notes: Nearpod On-line subscription Object #522 Instructional materials non adopted digital Nearpod school license including access to Nearpod lesson library and digital license to Flocabulary and the week in rap for all KG-5th grade teachers and students. License also includes up to 2- hour webinar session with a Nearpod Trainer			
	5100	510-Supplies	0881 - Cleveland Elementary School	UniSIG		$474.71
			Notes: Training supplies- purchase the needed materials to support trainings for staff.This will include Post its, chart paper , folders, pens, highliters, and .			
	5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG	1.0	$4,872.68
			Notes: Reading Resource Teacher Retirement 8.47%- Morgan			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG	1.0	$3,566.78
			Notes: Reading Resource Teacher FICA 6.2%- Morgan			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG	1.0	$834.17
			Notes: Reading Resource Teacher Medicare 1.45%- Morgan			
	5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG	1.0	$293.40
			Notes: Reading Resource Teacher Workers Comp .51%- Morgan			
	5100	231-Health and Hospitalization	0881 - Cleveland Elementary School	UniSIG	1.0	$10,930.45
			Notes: Reading Resource Teacher Health Ins 19.00%- Morgan			
	5100	210-Retirement	0881 - Cleveland Elementary School	UniSIG	1.0	$3,866.69

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			Notes: Math Resource Teacher Retirement 8.47%- vacant			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG	1.0	$2,830.40
			Notes: Math Resource Teacher FICA 6.2%- vacant			
	5100	220-Social Security	0881 - Cleveland Elementary School	UniSIG	1.0	$661.95
			Notes: Math Resource Teacher Medicare 1.45%- vacant			
	5100	240-Workers Compensation	0881 - Cleveland Elementary School	UniSIG	1.0	$232.82
			Notes: Math Resource Teacher Workers Comp .51%- vacant			
	5100	231-Health and Hospitalization	0881 - Cleveland Elementary School	UniSIG	1.0	$8,673.80
			Notes: Math Resource Health and Life 19%			
	5100	510-Supplies	0881 - Cleveland Elementary School	UniSIG	1.0	$2,500.09
			Notes: Classroom Supplies-Purchase consumable supplies: pencils, paper, chart paper, post-it notes, markers to be used by teachers and students, grades K-5.			
	5100	519-Technology-Related Supplies	0881 - Cleveland Elementary School	UniSIG	1.0	$758.00
			Notes: Toner -Purchase to pronted need materials for instruction of studenta.			
2	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$772.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0881 - Cleveland Elementary School	UniSIG		$772.00
			Notes: Morning Meeting books			
					Total:	**$156,583.75**