

Clay County Schools

Clay Hill Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	25
Budget to Support Goals	26

Clay Hill Elementary School

6345 COUNTY ROAD 218, Jacksonville, FL 32234

<http://che.oneclay.net>

Demographics

Principal: Adele Reed

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (58%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Clay 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	26

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<http://che.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	8%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls.

Provide the school's vision statement.

Clay Hill Elementary School exists to prepare life-long learners for personal success in a global and technologically advanced society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Reed, Adele	Principal	The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessment or alternative, 5th-grade Performance Matters benchmark science assessments (and other locally-created common assessments), and formal assessments such as the FSA or SAT-10. The Principal is a participant in the meeting. The Assistant Principal will attend the meetings in a support role for the Principal. The reading committee chairperson may provide effective interventions for the Tier 1, 2, or 3 instructional needs, as does the math committee chairperson in order to make recommendations for Math. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.
Johnson, Sarah	Assistant Principal	
Ristad, Michelle	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Fehrs, Amy	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Gomes, Hollie	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Tichinel, Brandy	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Pike, Paula	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Neese, Shannon	Teacher, ESE	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Pittman, Meredith	Teacher, K-12	Improve student attendance, achievement, and sense of belonging by establishing & promoting school wide extracurricular opportunities, student ownership/efficacy and the provision of student incentives.

Name	Position Title	Job Duties and Responsibilities
Holton, Lynette	Teacher, K-12	Improve student attendance, achievement, and sense of belonging by establishing & promoting school wide extracurricular opportunities, student ownership/efficacy and the provision of student incentives.
Pitchford, Crista	Teacher, K-12	Improve student achievement in reading by ensuring that school practices, including professional development, instruction, curriculum, and assessment, align with state statute.
LeStrange, Paula	School Counselor	
Warren, Sara	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Samples, Rhonda	Paraprofessional	Improve student achievement by establishing & promoting consistent family & community engagement throughout the year. The more parents and families are involved, the better students do in school!
Mattaliano, Margaret	Teacher, K-12	Improve student achievement and school climate and culture for both students and teachers through the provision of activities and events to promote school and job satisfaction, collegiality, and positive interaction among students and staff.
Hendry, Shavon	Administrative Support	Improve student achievement by establishing & promoting consistent family & community engagement throughout the year. The more parents and families are involved, the better students do in school!
Lowans, Allyson	Instructional Technology	Improve student achievement by modeling & supporting effective instructional practice with technology and data systems (Synergy, iReady, IXL, Lexia, etc.), promote collegial learning and communication (FB, Instagram, etc.) with and among stakeholders.
Smith, Amy	Teacher, PreK	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.

Demographic Information

Principal start date

Wednesday 6/1/2016, Adele Reed

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.*

10

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

416

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	60	57	73	53	51	49	54	0	0	0	0	0	0	397
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	5	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	6	12	14	0	7	4	0	0	0	0	0	0	43

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	0	4	2	3	0	1	0	0	0	0	0	0	0	10
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

Monday 8/30/2021

2020-21 - 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	53	68	47	61	45	51	48	0	0	0	0	0	0	373
Attendance below 90 percent	0	2	1	0	1	2	1	0	0	0	0	0	0	7
One or more suspensions	0	0	3	5	0	5	1	0	0	0	0	0	0	14
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	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	3	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	6	0	0	0	0	0	0	13

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	1	2	2	0	0	0	0	0	0	5

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	9	4	3	4	0	0	1	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	53	68	47	61	45	51	48	0	0	0	0	0	0	373
Attendance below 90 percent	0	2	1	0	1	2	1	0	0	0	0	0	0	7
One or more suspensions	0	0	3	5	0	5	1	0	0	0	0	0	0	14
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	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	3	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	6	0	0	0	0	0	0	13

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	1	2	2	0	0	0	0	0	0	5

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	9	4	3	4	0	0	1	0	0	0	0	0	0	21
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 Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	65%	57%	54%	63%	56%
ELA Learning Gains				62%	62%	58%	52%	59%	55%
ELA Lowest 25th Percentile				49%	54%	53%	49%	50%	48%
Math Achievement				62%	70%	63%	53%	69%	62%
Math Learning Gains				67%	66%	62%	72%	68%	59%
Math Lowest 25th Percentile				41%	56%	51%	67%	56%	47%
Science Achievement				70%	65%	53%	59%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	60%	68%	-8%	58%	2%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-60%				
05	2021					
	2019	54%	62%	-8%	56%	-2%
Cohort Comparison		-63%				
06	2021					
	2019	64%	64%	0%	54%	10%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	71%	-17%	62%	-8%
Cohort Comparison						
04	2021					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-54%				
05	2021					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-62%				
06	2021					
	2019	58%	70%	-12%	55%	3%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	63%	1%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and Math Diagnostics were used to collect the data below. Performance Matters Science and SSA Spring 2021 was used for science data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	15%	47%
	Economically Disadvantaged	14	15	47
	Students With Disabilities	0	23	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	36%	60%
	Economically Disadvantaged	13	36	60
	Students With Disabilities	8	46	50
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	49%	70%
	Economically Disadvantaged	29	49	70
	Students With Disabilities	0	0	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	43%	71%
	Economically Disadvantaged	10	43	71
	Students With Disabilities	0	25	40
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	77%	86%
	Economically Disadvantaged	38	77	86
	Students With Disabilities	0	56	78
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	49%	59%
	Economically Disadvantaged	17	49	59
	Students With Disabilities	12	48	44
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	28%	26%
	Economically Disadvantaged	23	28	26
	Students With Disabilities	0	13	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	37%	75%
	Economically Disadvantaged	18	37	75
	Students With Disabilities	20	13	56
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	26%	32%
	Economically Disadvantaged	19	26	32
	Students With Disabilities	11	15	16
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	48%	60%
	Economically Disadvantaged	24	48	60
	Students With Disabilities	22	40	45
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	80%	67%
	Economically Disadvantaged	6	80	67
	Students With Disabilities	9	68	
	English Language Learners	0	0	0
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	40%	46%
	Economically Disadvantaged	18	40	46
	Students With Disabilities	11	20	40
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	40%	52%
	Economically Disadvantaged	18	40	52
	Students With Disabilities	22	30	55
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	35	38	46	33		53				
WHT	52	43	33	56	38	47	67				
FRL	43	33	23	48	39	43	58				
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	41	46	42	42	53	38	60				
WHT	62	63	50	63	66	39	69				
FRL	59	63	55	55	63	39	64				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	45	42	35	60	52					
WHT	55	53	51	54	72	68	60				
FRL	51	51	44	47	69	66	56				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	48
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Analysis based on 2021 data. Over multiple years, students with disabilities consistently demonstrate lower proficiency, learning gains, and lower quartile learning gains rates than their general education peers, as well as other CHE subgroups.

Conversely, CHE 3rd-6th graders exceeded the state averages for percent proficient, most modestly in grade 5, and most significantly in grade 3. Learning gains in grade 4 were zero, and all students with qualifying prior-year scores in grade four are ESE.

Math proficiency at CHE exceeded the state average in grade 3 and grade 6, but lagged in grades 4 and 5. Lower quartile ELA learning gains for 2021 in grades 4, 5, and 6, were 0%, 42%, and 29%, respectively, and in math, they were 0% for grade 5 and 64% for grade 6.

2021 FSA ELA outcomes revealed that 57% of CHE 3rd graders, 40% of CHE 4th graders, and 35% of CHE 5th graders scored a Level 3 or higher.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Analysis based on 2021 data. Proficiency and learning gains for ESE students, in particular, require the greatest need for improvement, as do the learning gains for grade 5 in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Analysis based on 2021 data. The volatility of attendance and teacher allocation in grades had a significant impact on student performance, particularly in ESE, during the 2020-2021 school year. Improvements in the targeting of student needs, alignment of instruction in small group and whole group needs calibrating, and the consistent monitoring of ESE subgroup data must be more frequent and consistent.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In spite of CHE's overall performance decline in outcomes for 2021, we are proud of 5th grade science proficiency (67%), as well as 3rd grade ELA and math proficiency (66% and 65%, respectively).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Content-area specialization among teachers and consistency in teacher allocation and attendance contributed greatly to student outcomes. Strong digital instruction that mirrored brick-and-mortar lessons and strategies helped to maintain student outcomes.

What strategies will need to be implemented in order to accelerate learning?

Improved systems of targeting student needs through the analysis of data, as well as more consistent progress monitoring.

To address proficiency in ELA in all grades, see strategies embedded in Section III (Planning for Improvement), Instructional Practice Specifically Relating to ELA.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be trained on new reading materials (Savvas) as well as supplementary instructional programs to support Tier 2 and Tier 3 students, many of whom comprise our lower quartile and/or ESE population.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Title I resources will be utilized to recruit and retain strong classroom assistants to aid in providing added classroom supports for T2 and T3 students. Assistants will enrich high performing students while certified teachers implement high-yield instructional strategies with our struggling learners.

For additional strategies to ensure sustainability of improvement, see Section III (Planning for Improvement), Instructional Practice Specifically Relating to ELA.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

If all teachers implement on-level curriculum and instruction aligned to Florida State Standards, then student proficiency rates will improve in the areas of ELA, Math, and Science. Instructional interventionists, ESE teachers, and general education teachers are all intentionally and thoughtfully trained and specialized in high-impact classroom strategies that focus on accelerating learning for students whose performance is subordinate to that of their peers. Academically tested and proven, research-based curricular materials are effective if implemented with fidelity. Our 2021 proficiency rate in ELA was 51%, followed by 56% in Math and 67% in Science.

Measurable Outcome:

Our goal is to increase CHE's overall proficiency rates in ELA to 52%, in Math to 57%, and in Science to 68%.

Monitoring:

Weekly classroom walkthroughs and ongoing progress monitoring will be used to monitor this area of focus for the desired outcome.

Person responsible for monitoring outcome:

Adele Reed (adele.reed@myoneclay.net)

Evidence-based Strategy:

All ELA, Math, and Science classrooms will utilize research-based programs and strategies to support student learning. Research-based curriculum/supports will include explicit instruction in comprehension strategies (annotation, graphic organizers, collaboration, summarizing), phonics/phonological awareness, vocabulary, math problem-solving and application, science inquiry, computer-based instruction, and differentiated small group instruction. Likewise, targeted interventions will be implemented when needed.

Rationale for Evidence-based Strategy:

If research-based programs and strategies are implemented with fidelity, then student proficiency rates should improve.

Action Steps to Implement

All teachers will collaborate to plan instructional strategies and best practices implemented for adopted curriculum, focusing on all learners based upon student data. Teachers will participate in regular job embedded PLC's which are self-directed and integrated. Teachers will participate in curriculum specific trainings (to include i-Ready, Achieve 3000, SAVVAS, Lexia, Eureka Math, IXL, DBQ, PENDA Science, etc.) throughout the year. Teachers will have the opportunity to participate in model classroom observations and job-specific training.

Title I purchases will include: Additional classroom assistants and teachers to reduce the teacher-to-student ratio and increase opportunities for teacher feedback and small group instruction, Reading A-Z licensing in grades K-3 to support supplementary reading and assessment, PENDA science in grade three to support mastery of science standards, Novel Sets for intermediate grade application of reading skills in authentic literature, math manipulatives to support conceptual understanding, and evidence-based supplementary learning resources (TBD).

Person Responsible

Adele Reed (adele.reed@myoneclay.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	If all teachers provide strong, differentiated small group instruction aligned to student needs, then students should make learning gains in ELA and Mathematics. Small group instruction must be aligned to individual student need and ability. Planning for small group instruction should be intentionally targeted on areas of academic deficiency. Strategically differentiating small group instruction in this manner will comprehensively improve scholastic achievement in all students, more specifically that of bottom quartile students.
Measurable Outcome:	Our goal is to increase CHE's overall learning gain rates to 50% in ELA, and 50% in Math. Lower quartile reading gains will increase to 45%, and lower quartile math gains will increase to 51%.
Monitoring:	Weekly classroom walkthroughs and ongoing progress monitoring will be used to monitor this area of focus for the desired outcome.
Person responsible for monitoring outcome:	Adele Reed (adele.reed@myoneclay.net)
Evidence-based Strategy:	Teachers will provide differentiated instruction for all students via small-group instruction using research-based instructional programs and strategies.
Rationale for Evidence-based Strategy:	Reducing the teacher-to-student ratio and targeting students at their individual proficiency levels (via small group instruction) will enable teachers to better move student achievement toward proficiency.

Action Steps to Implement

Instructional staff will utilize iReady Instructional Profiles, Lexia baseline assessment data, IXL baseline assessment data, Achieve 3000 LevelSet, Synergy baseline assessment data (in both Reading and Math), pre-writing assessments, as well as other relevant baseline assessment data to identify individual student needs. This data will then be used to formulate and align small group instruction in an intentional, needs-based approach.

Title I purchases will include: Additional classroom assistants and teachers to reduce the teacher-to-student ratio and increase opportunities for teacher feedback and small group instruction, Reading A-Z licensing in grades K-3 to support supplementary reading and assessment, PENDA science in grade three to support mastery of science standards, Novel Sets for intermediate grade application of reading skills in authentic literature, math manipulatives to support conceptual understanding, and evidence-based supplementary learning resources (TBD).

Person Responsible Adele Reed (adele.reed@myoneclay.net)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: If all teachers implement the adopted 7 Mindsets curriculum and PBIS strategies with fidelity, then student disciplinary action will decrease and student instructional time will increase. Inadequate student awareness and knowledge of behavioral expectations result in increased disciplinary actions of scholars, contributing to a lack of self-determination and self-motivation. An increase in disciplinary action, in turn, leads to a substantial decrease in total instructional time for affected students. If students know, practice, and are recognized for appropriate behaviors, then inappropriate behaviors will be reduced overall. This reduction will lead to more student/teacher contact time, increasing student confidence and engagement.

Measurable Outcome: The measurable outcome the school plans to achieve is to reduce our overall referral rate by 50%. From August 2019 to March 13 of 2020, CHE students were issued 170 referrals.

Monitoring:

Person responsible for monitoring outcome: Adele Reed (adele.reed@myoneclay.net)

Evidence-based Strategy: CHE teachers will use the 7 Mindsets resources, PBIS Rewards, and instructional strategies for engagement to reduce disciplinary action and improve classroom climate and culture.

Rationale for Evidence-based Strategy: The implementation of research-based programs, with fidelity, should result in an increase in positive behaviors among students, a reduction in disciplinary action, and more time on task for students.

Action Steps to Implement

Administration and staff will explicitly teach students about PBIS through the use of the PBIS Rewards platform and the school adopted "Pride Paw" Program. In addition, administration will review the Code of Conduct with every student while all staff members expressly model behavioral expectations for all students across campus.

CHE's Guidance Counselor will conduct monthly classroom lessons centered on the 7 Mindsets and PBIS.

As a part of the Title I Compact, parents are communicated with about the behavioral expectations and schoolwide norms. Both parents and students are required to sign the Title I Compact as an understanding and agreement of these expectations.

Purchases to support this initiative will include the PBIS Rewards system of Tier 1 supports. Teachers will be trained in effective practices for promoting and reinforcing positive behaviors. They will deepen their understanding of PBIS and improve their skill in recognizing and reinforcing target behaviors while redirecting less-desired ones.

Person Responsible: Sarah Johnson (sarah.johnson@myoneclay.net)

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Proficiency in literacy is the underpinning of student success in all content areas and is critical in developing student readiness for college and career. 2021 FSA ELA data reveals that 57% of CHE 3rd graders, 40% of CHE 4th graders scored a Level 3 or higher, and only 35% of CHE 5th graders scored a Level 3 or higher. Thus, 43% of CHE 3rd graders, 60% of CHE 4th graders and 65% percent of CHE 5th graders scored below a L3 on the 2021 FSA ELA. This data reflects an unsatisfactory rate of student mastery and illustrates a need to strengthen both teaching and learning in ELA in the target grades.

iReady 2021 End of Year Diagnostic data reveals that:

91% of Kindergarten,

48% of 1st graders,

70% of 2nd graders, and

86% of 3rd graders scored on or above level in reading and are on track to score a Level 3 or higher on the grade 3 ELA assessment.

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in Kindergarten, as evidenced by iReady End of Year reading assessments, to a minimum of 50% and/or by 2%.

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in 1st grade, as evidenced by iReady End of Year reading assessments, to a minimum of 50% and/or by 2%.

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in 2nd grade, as evidenced by iReady End of Year reading assessments, to a minimum of 50% and/or by 2%.

Measurable Outcome:

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in 3rd grade, as evidenced by iReady End of Year reading assessments, to a minimum of 50% and/or by 2%.

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in 4th grade, as evidenced by Achieve 3000 End of Year reading assessments, to a minimum of 50% and/or by 2%.

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in 5th grade, as evidenced by Achieve 3000 End of Year reading assessments, to a minimum of 50% and/or by 2%.

By May of 2022, CHE will maintain or increase the percent of students scoring on or above level in reading in 6th grade, as evidenced by Achieve 3000 End of Year reading assessments, to a minimum of 50% and/or by 2%.

Monitoring:

Progress toward End of Year goals in iReady will be monitored through the use of formative assessment data in Lexia Core5, PowerUp, Achieve3000, and iReady Diagnostic 2. Data will be analyzed monthly with ELA teachers, Literacy Team members, and ELA Department members to ensure growth across all measures, and consider corrective instructional action steps (if needed), specifically for high-need students.

Comparative data will be used to monitor and show growth from Beginning-of-Year baseline scores in all measures to middle-of-year and beyond.

Person responsible for monitoring outcome:

Adele Reed (adele.reed@myoneclay.net)

Evidence-based Strategy:

Evidence-based strategies that will be employed to achieve our goals for improvement include:
Explicit vocabulary instruction,
Explicit Comprehension Strategy Instruction (Before, During, After) such as activating prior knowledge, generating questions, monitoring comprehension, identifying main idea, paraphrasing, and summarizing, and
Small-Group Instruction based on data to target specific needs of student groups.

The use of the afore-mentioned strategies will be monitored through the use of lesson plan review and classroom observations/walkthroughs. In addition, monitoring will be achieved through reflection discussion captured during ELA Department and Literacy Team meetings.

Rationale for Evidence-based Strategy:

The rationale for the selected strategies is that they align with the demands of the Florida B.E.S.T. standards for all grades and end-of-year performance expectations. In addition, research shows that strong evidence has been established affirming the effectiveness of explicit vocabulary, comprehension, and small group instruction when implemented with fidelity.

Students who have been explicitly taught multiple comprehension strategies demonstrate greater improvements in reading comprehension. However, students should be proficient with each strategy before they attempt to combine them.

The selected strategies address the identified needs, particularly in vocabulary and comprehension, which are the two highest areas of need, specifically in FSA-tested grade levels, per iReady historic data.

Action Steps to Implement

SAVVAS curriculum and supplementary materials will be utilized with fidelity in all ELA classrooms to ensure high quality vocabulary, comprehension and small group instruction, per program design.

Person Responsible Adele Reed (adele.reed@myoneclay.net)

ELA teachers will participate in professional development/book study of "Visible Learning for Literacy," to deepening understanding of strong vocabulary and comprehension instruction.

Person Responsible Amy Fehrs (amy.fehrs@myoneclay.net)

Data will be formatively collected to gauge student progress and drive the development and implementation of small group instruction.

Person Responsible Adele Reed (adele.reed@myoneclay.net)

District ELA Curriculum Specialists will provide classroom observation, feedback, modeling, and support reading classrooms.

Person Responsible Adele Reed (adele.reed@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Per data collected during the 2019 -2020 school year, CHE reported 0.2 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. CHE ranked #363 out of 1,395 elementary schools statewide and ranked #6 out of 22 elementary schools districtwide. When compared to all elementary schools statewide, CHE falls within the "low" category. The rate of violent incidents at CHE falls within the "very low" category, reporting 0.00 incidents per 100 students. This ranks CHE #1 out of 1,395 statewide and 1 out of 22 districtwide. The rate of property incidents at CHE falls within the "very low" category, reporting 0.00 incidents per 100 students. This ranks CHE #1 out of 1,395 statewide and 1 out of 22 districtwide. The rate of drug/public order incidents at CHE falls within the "very high" category, reporting 0.23 incidents per 100 students. This ranks CHE #1,120 out of 1,395 statewide and #17 out of 22 districtwide. The primary and secondary concerns this school year is the rate of in-school suspensions and instructional preventative measures, respectively. We will monitor the school culture and environment by continuing to monitor schoolwide incident data and PBIS data on a monthly basis.

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.

All stakeholders have trained in the 7 Mindsets curriculum annually. Parents are introduced to our PBIS systems, including our PRIDE Program through our Title I Annual Meeting in the fall, Monthly parent meetings, Orientation, Open House (September), and monthly and quarterly student recognition programs. Positive school culture is facilitated through our ongoing staff Gratitude program, as well as our PBIS Rewards/PRIDE program through which students are immediately recognized for making positive choices that contribute to the well-being of themselves, their class, and their school community. PRIDE is an ongoing system, reinforced daily with monthly and quarterly recognition.

Annual stakeholder surveys are also used to glean feedback from stakeholders, and to uncover areas of opportunity for improvement.

PBIS data chats will be incorporated into monthly Department Lead meetings during the 21-22 school year to monitor positive culture and environment, as well as candidates for SST, will be more readily identified and receive the needed interventions in a more timely manner.

Multiple Parent and Family Engagement events are scheduled throughout the year to promote parent involvement in student progress and enhance systems of communication among stakeholders. CHE has established a Parent and Community Involvement team for the 21-22 school year to explicitly target and increase parent and community participation in school events and improve school culture.

Stakeholders include community members, student parents/guardians, teachers, staff members, local business partners. Discussions/revisions will be revisited and completed quarterly, during SAC meetings. PFEP input is provided through SAC meetings as well. During SAC meetings, the budget items are included, any revisions to events or other funding are addressed, feedback is provided.

The school offers spring and summer outreach to local daycares (Kids World and Leaps and Bounds) to promote readiness skills and early registration. The school also completes a Kindergarten registration at the beginning of the school year, provides VPK (and extended day), and staggered Kindergarten attendance for the first day of school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

CHE Department Team Leaders: Amy Smith, Michelle Ristad, Amy Fehrs, Hollie Gomes, Brandy Tichinel, Sara Warren, Paula Pike, Shannon Neese, Allyson Lowans, Rhonda Samples, Shavon Hendry, Meredith Pittman, Lynette Holton, Meg Mattaliano, Crista Pitchford, Paula LeStrange, Adele Reed, Lindsey Johnson.

These individuals will collaborate monthly to monitor culture and facilitate initiatives to support a positive school environment.

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	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00