

Clay County Schools

Keystone Heights Elementary



2021-22 Schoolwide Improvement Plan

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Keystone Heights Elementary

335 SW PECAN ST, Keystone Heights, FL 32656

<http://khe.oneclay.net>

Demographics

Principal: Elizabeth Turbeville

Start Date for this Principal: 8/15/2020

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)	99%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (72%) 2016-17: A (69%)
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.

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Keystone Heights Elementary

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<http://khe.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	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

School Grades History

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

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<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 work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Keystone Heights Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Turbeville, Beth	Principal	The principal is responsible for leading instruction in the school, ensuring facilities and operations are in order, talent management through recruiting and retaining highly effective faculty and staff, and building the culture of the school.
Williams, Kayleigh	Assistant Principal	Assist the principal in leading instruction in the school, ensuring facilities and operations are in order, talent management through recruiting and retaining highly effective faculty and staff, and building the culture of the school.
Gillenwaters, Missy	Teacher, K-12	Title I Lead Teacher, Plan Parent Events, Tutoring Coordinator, Small Group Instruction, and to assist Principal and Asst. Principal with leadership duties.
Kirkland, Brandi	Teacher, K-12	Small Group Instruction and to assist the Principal and Asst. Principal with Leadership Duties
Cumbus, Jenn	Teacher, K-12	Small Group Instruction and to assist the Principal and Asst. Principal with Leadership Duties
Dampier, Anna	School Counselor	All duties guidance, MTSS, behavioral support, testing and to assist the Principal and Asst. Principal with Leadership Duties
Gibson, Heather	School Counselor	All duties guidance, MTSS, behavioral support, testing and to assist the Principal and Asst. Principal with Leadership Duties
Morford, Isaac	Instructional Coach	Behavioral Coach and to assist the Principal and Asst. Principal with Leadership Duties

Demographic Information

Principal start date

Saturday 8/15/2020, Elizabeth Turbeville

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.*

8

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.*

9

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

765

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

7

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

9

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	114	111	100	99	114	110	117	0	0	0	0	0	0	765
Attendance below 90 percent	9	7	6	7	10	9	15	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	1	0	4	0	0	0	0	0	0	5
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	8	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	8	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	6	5	3	1	2	2	0	0	0	0	0	0	29
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

Tuesday 9/14/2021

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	113	101	97	106	106	112	127	0	0	0	0	0	0	762
Attendance below 90 percent	0	0	0	0	1	2	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	8	18	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	17	0	0	0	0	0	0	25

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	1	5	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	2	0	0	0	1	0	0	0	0	0	0	15
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	113	101	97	106	106	112	127	0	0	0	0	0	0	762
Attendance below 90 percent	0	0	0	0	1	2	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	8	18	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	17	0	0	0	0	0	0	25

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	1	5	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	2	0	0	0	1	0	0	0	0	0	0	15
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				68%	65%	57%	67%	63%	56%
ELA Learning Gains				58%	62%	58%	62%	59%	55%
ELA Lowest 25th Percentile				49%	54%	53%	54%	50%	48%
Math Achievement				80%	70%	63%	79%	69%	62%
Math Learning Gains				76%	66%	62%	80%	68%	59%
Math Lowest 25th Percentile				68%	56%	51%	82%	56%	47%
Science Achievement				79%	65%	53%	80%	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	64%	68%	-4%	58%	6%
Cohort Comparison						
04	2021					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-64%				
05	2021					
	2019	67%	62%	5%	56%	11%
Cohort Comparison		-64%				
06	2021					
	2019	69%	64%	5%	54%	15%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	71%	4%	62%	13%
Cohort Comparison						
04	2021					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-75%				
05	2021					
	2019	77%	64%	13%	60%	17%
Cohort Comparison		-79%				
06	2021					
	2019	88%	70%	18%	55%	33%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	76%	63%	13%	53%	23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

2020-2021 iReady Data for all grade levels 1st-6th Grades in Reading and Math. 5th Grade Science we used PM1 and PM2 for our data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	46%	72%
	Economically Disadvantaged	10%	46%	72%
	Students With Disabilities	13%	13%	40%
	English Language Learners	100%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	41%	65%
	Economically Disadvantaged	10%	41%	65%
	Students With Disabilities	4%	17%	44%
	English Language Learners	100%	100%	100%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	55%	61%
	Economically Disadvantaged	33%	55%	61%
	Students With Disabilities	10%	28%	42%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%	47%	64%
	Economically Disadvantaged	19%	47%	64%
	Students With Disabilities	7%	28%	42%
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	59%	68%
	Economically Disadvantaged	47%	59%	68%
	Students With Disabilities	22%	33%	41%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	35%	56%
	Economically Disadvantaged	10%	35%	56%
	Students With Disabilities	8%	14%	38%
	English Language Learners	NA	NA	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	42%	48%
	Economically Disadvantaged	36%	42%	48%
	Students With Disabilities	8%	14%	21%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	51%	61%
	Economically Disadvantaged	15%	51%	61%
	Students With Disabilities	0%	19%	21%
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	50%	55%
	Economically Disadvantaged	30%	50%	55%
	Students With Disabilities	3%	28%	33%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	48%	59%
	Economically Disadvantaged	25%	48%	59%
	Students With Disabilities	6%	22%	22%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14%	60%	51%
	Economically Disadvantaged	14%	60%	51%
	Students With Disabilities			
	English Language Learners	NA	NA	NA
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	46%	47%
	Economically Disadvantaged	29%	46%	47%
	Students With Disabilities	15%	22%	19%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	63%	73%
	Economically Disadvantaged	27%	63%	73%
	Students With Disabilities	11%	32%	49%
	English Language Learners	NA	NA	NA

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	53	50	41	63	67	58	42				
BLK	40			60							
HSP	77	70		82	60						
WHT	71	66	51	78	73	67	68				
FRL	64	57	17	69	65	63	60				
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	49	48	42	57	57	54	70				
BLK	47	50		56	69						
HSP	67	57		81	78						
MUL	91			100							
WHT	68	58	49	80	75	67	80				
FRL	65	59	53	74	72	64	75				
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	53	59	55	60	66	77	58				
BLK	58	60		42	40						
HSP	71	75		71	83						
WHT	68	63	52	81	82	84	81				
FRL	63	60	57	75	80	83	78				

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	68
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	56
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?

All grade levels in Reading and Math content areas improved from fall to winter to spring assessments. Science dropped from Winter to Spring.

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

Using FSA data, our greatest area of improvement would be our lowest quartile reading learning gains.

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

The main factor for this improvement would be students lost 3 months of reading instruction the year prior to COVID-19. When they began the 2020-2021 school year, they were behind and teachers worked hard to catch students up to grade level. For our 4th grade students, they did not take FSA in 3rd grade year prior so those teachers had to spend time on test taking strategies that they usually do not have to do because this is something 3rd grade teachers work on. This school year we are focusing on small group instruction to differentiate for our students.

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

Looking at FSA data for 3rd-6th grade from 2018-2021, Keystone Heights Elementary has made most progress in the area of reading proficiency across all grade levels.

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

Keystone Heights has implemented the LLI program since 2017 in our classes and has seen a dramatic change in our students reading improvement before they get to the grade 3. Students used iReady daily in their classrooms. We had small groups working with all students at their level to build up their reading proficiency.

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

Strategies that need to be implemented are continue with intentional small groups using data, using Achieve, iReady and Lexia Core 5 computer programs,

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 are learning a new Reading curriculum, Savvas, this school year. So we will have PD to be able to implement in the classrooms. Teachers are also receiving PD on Lexia Core 5. Which is another new computer program.

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

Teachers K-2nd grade will implement our new Reading Standards, B.E.S.T. Standards this school year. Our 3rd-6th grade teachers will continue to teach Florida Standards this school year but familiarize themselves with the B.E.S.T. Standards as they will be implemented next school year. We will have quarterly data meetings to ensure that our lower quartile students are receiving all opportunities to succeed this school year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Although we exceeded our goal from 20/21, KHE strives for equity among all students.
Description and Rationale:	We will aim to close the achievement gap between students who are scoring at proficient levels and students in our lowest quartile.
Measurable Outcome:	Our ELA lowest quartile learning gains were 52% in 20/21. We plan to increase this number by 10% in 21/22.
Monitoring:	Meeting with teachers quarterly in data meetings.
Person responsible for monitoring outcome:	Beth Turbeville (elizabeth.turbeville@myoneclay.net)
Evidence-based Strategy:	Intentional planning for small group instruction informed by data from Savvas Assessments and Lexia Core 5.
Rationale for Evidence-based Strategy:	Small group instruction was chosen to specifically target standards that students need help in. Using the B.E.S.T standards and CCSD and Florida State reading plans we will be able to use data that helps teachers target the standards that they need to teach in their classrooms.

Action Steps to Implement

1. Assistants and teachers will work with lower quartile/struggling readers using LLI, SAVVAS readers, Phonics to Reading, Heggerty or Lexia Core 5.
2. If ECTAC conference is available, send a group of teachers for innovative ideas to help with student achievement.
3. Weekly PLC meetings
2. Common Planning with our support facilitators
3. Data meetings quarterly/Data tracking document
5. After School tutoring using LAFS, LLI, and FOCUS reading books. As well as learning games to match the standards.
6. 21st Century
7. Chromebooks to be used for Lexia Core 5
8. Tech needs for more hands on activities using large monitors for students to see and manipulate on screens.
9. Reading centers to be utilized (books, books w/ C.D.'s)
10. Tutoring our lowest quartile students.

Person Responsible Beth Turbeville (elizabeth.turbeville@myoneclay.net)

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In 2021, our math lowest quartile learning gains were 57% as compared to the district's math learning gains percentage of 38%. However, we are striving to close the achievement gap between our students who are proficient (72% proficiency) and students scoring in our lowest quartile (57%).

Measurable Outcome: We are aiming to increase our lowest quartile by 10% in 2022. We will aim for 67% in lowest quartile gains on the 2022 FSA for Math.

Monitoring: We will meet with teachers during quarterly data chats to discuss progress monitoring and to analyze quarterly assessments.

Person responsible for monitoring outcome: Beth Turbeville (elizabeth.turbeville@myoneclay.net)

Evidence-based Strategy: Small group instruction informed by data from I-Ready, classroom assessments using evidence based lessons from MAFS, iReady toolbox, FOCUS from Curriculum Associates, Eureka and GoMath.

Rationale for Evidence-based Strategy: Small group instruction was chosen to specifically target standards that students need help in. Using the Florida standards and CCSD math plans we will be able to use data that help teachers target the standards that they need to teach in their classrooms. iReady, Eureka, MAFS, GoMath are all aligned to state standards, teacher-led small group instruction

Action Steps to Implement

1. weekly PLC meetings
2. common planning
3. Data meetings quarterly/data tracking document
4. FOCUS math books with small groups
5. charging carts/stations are needed for teachers to share
6. KHE hires a Title 1 teacher to assist in small group instruction and planning for differentiating math instruction.
7. math manipulatives/games
8. tech needs for more hands on activities using large monitors for students to see and manipulate on screens
9. Chromebooks to be used in Math iReady for instructional paths.
10. Tech supplies such as headphones, mice and chargers to be used by students to hear iReady and other programs that are being used on Chromebooks.
11. Provide computer labs for whole classroom use for Math iReady and testing prep.
12. Tutoring our lowest quartile students.

Person Responsible Beth Turbeville (elizabeth.turbeville@myoneclay.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Our science achievement scores dropped 10 points from 2019-20 to 2020-21 (from 79% to 69%). We attribute several factors to this drop; one of which is the fact that this was the last assessment given during the 2020-21 school year. Another possible contributing factor is that our resource teachers did not target and support science standards as effectively as in past years. Additionally, our teachers felt that there was much reading involved in the assessment with a need for more "common language" with reading strategies to be taught among science and ELA teachers.
Measurable Outcome:	We will aim to increase science proficiency by 10% during the 2021-22 school year.
Monitoring:	Teachers will analyze data from progress monitoring assessments quarterly and will discuss during quarterly data chats with administration.
Person responsible for monitoring outcome:	Beth Turbeville (elizabeth.turbeville@myoneclay.net)
Evidence-based Strategy:	small group instruction informed by data from district-wide progress monitoring through Synergy using evidenced based lessons through Penda, Discovery Education, and HMH.
Rationale for Evidence-based Strategy:	Small group instruction was chosen to specifically target standards that students need help in. Using the Florida standards and CCSD Science plans we will be able to use data from progress monitoring that helps teachers target the standards that they need to teach in their Science classrooms. Penda, district assessments through Synergy, Discovery Education and HMH are all aligned to the state standards, teacher-led small group instruction

Action Steps to Implement

1. resource common planning
2. PLC weekly
3. science vertical PLC's quarterly
4. chromebooks/interactive monitors to assist in schoolwide online instructional paths
5. continue to use Title 1 funds to support the hire of our STEM teacher which supports our STEM initiatives
6. Students will use Discovery Education to support differentiating groups and use of educational videos. Discovery Education will provide supplemental materials for classrooms.
7. Digital Microscopes and Science manipulatives to be used in the classrooms and Steam Lab.
8. Tutoring for Science.

Person Responsible Beth Turbeville (elizabeth.turbeville@myoneclay.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	According to the KHE Climate Survey Data from the 2020-21 school year, 39.2% of students in grades 3-6 said they strongly agree that they receive positive recognition from adults and only 14.1% of students in grades 3-6 said they strongly agree that they feel classroom management is strong at KHE. We realize that strong positive behavior support leads to strong academics and these are some areas of growth for us at KHE.
Measurable Outcome:	During the 2021-2022 school year, we will strive to show a 10% increase in "positive recognition from adults" and in "classroom management" in students in grades 3-6.
Monitoring:	The KHE Climate Survey for the 2021-2022 school year will reveal desired outcomes after implementation of strategies addressed through the PBIS team.
Person responsible for monitoring outcome:	Beth Turbeville (elizabeth.turbeville@myoneclay.net)
Evidence-based Strategy:	Positive Behavior Supports strategies implemented through the school based PBIS team. These strategies include our Indian 200 Club (our reward system) for positive behaviors, rewards for teachers for participation, and positive behavior lesson plans for all classes. To implement PBIS students will attend a beginning of the year with administration for expectations. Teachers will review these expectations in the classroom the first two weeks of school with follow up reminders in class meetings. Rewards will be given out once students fill up their feather sheet with feathers. They get a positive phone call home along with a treat. They will then get a new sheet and can do it all over again.
Rationale for Evidence-based Strategy:	It is important to students to be noticed for positive behavior and not be recognized by only bad behavior. Our PBIS plan addresses the 5 Social Emotional Learning competencies as outlined by CASEL We will use our Indian 200 club to help with classroom management along with praising and recognizing our upper grades when we see the Positive Behaviors. Admin and Classroom explicitly taught lessons in the beginning of the year.

Action Steps to Implement

1. Behavior assemblies with administration at beginning of school year for expectations.
2. Indian Pride lesson taught by teachers in the classroom.
3. Indian 200 Club PBIS program ongoing throughout the year.
4. Champs training for teachers as needed for behavior support in the classroom.
5. Classroom management PD for new teachers or teachers that would benefit from this.
6. Indian Pride lessons for families at home.
7. utilize strategic Intervention Teacher to collaborate with parent groups and provide strategies to support positive behaviors between home and school.

Person Responsible Beth Turbeville (elizabeth.turbeville@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.

Looking at the data on the SafeSchoolsforAlex.org, Keystone Heights ranked #831 out of #1,395 elementary schools in the state of Florida. We ranked #19 out of #22 in our district elementary schools. This was eye opening data for our school. Our primary concern will be the Drug/Public Order Incidents. In this area, we ranked #1,312 out of #1,395 schools in Florida and we were #22 out of 22 schools in our district. We will utilize our Guidance Department to provide drug awareness programs in the classroom. We have planned for Red Ribbon week to be October 23-30, 2021 and planning to have Hanley Foundations come to our campus for a special program about drug abuse during the week of Red Ribbon Week. Administration as well as guidance department will work closely with parents of students that we see initiate these behaviors. These behaviors will not be tolerated and discipline will be given to each in hopes that future recurrences will not become issues on our campus.

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.

School Administration held a meet and greet for all students PreK-6. We will extend an open invitation to all parents and families to join both our Parent Faculty Association as well as the School Advisory Council. SAC meets quarterly to discuss our Title I program. In the beginning of year, we discuss our PFEP. We like to get parent input on the events and everything that we offer at our school and what additional educational events that they may like to see at our school. We meet with SAC throughout the year to discuss how our programs are working and if there is anything else that they see teachers may need to meet the needs of the students. Within our meetings we discuss budget depending on the programs or events that parents would like to see at our school. The teachers in grades 3rd-6th use planners in order to communicate with families while the lower grades use a daily folder. Tuesday folders are sent home to all students each week and contain both communication and graded work. Many of our teachers also use a technology based system for parent communication provided by the district, Blackboard. Our school stakeholders have a Back to School Clothes and Supplies Drive for our local schools. Our local business owners donate prizes for our positive behavior system, Indian 200 winners. We will receive feedback from our families at the end of each parent/family event by surveys we provide. If it is a Google meet, we provide a Google form for parents to respond. Within SAC meetings, parents share their input about needs and wants for our school and we vote as a group what's best. If revisions are to be made to our PFEP, again we hold a SAC meeting and get approval from members that are present. Again this has been in person, but we currently work from Google

Meets. Office staff are the first to meet with parents and visitors on campus. They will greet all with a warm welcome and help them with their needs.

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

Our administration along with our school leadership team, and front office team will be the leaders for the school to promote positive culture and environment at the school for students, faculty and staff as well as parents and visitors when they enter our campus.