W E Cherry Elementary School

2022-23 Schoolwide Improvement Plan

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W E Cherry Elementary School

420 EDSON DR, Orange Park, FL 32073

http://wec.oneclay.net

Demographics

Principal: Angie Whiddon

Start Date for this Principal: 2/22/2002

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (62%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

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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.

(* The Title I Schoolwide Plan/SIP/PFEP can be made available in any language upon request.)

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 individual responsibility.

Provide the school's vision statement.

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Whiddon, Angie	Principal	The duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction of all students. Data to be analyzed includes K-6 iReady Math diagnostic, 4-6 Achieve 3000 data, FAST data (PM1, PM2, PM3) and data from Lexia. The principal leads the meetings and provides a common vision for members in order to make data informed decisions.
Hogmire, Joshua	Assistant Principal	The duties of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction of all students. Data to be analyzed includes K-6 iReady Math diagnostic, 4-6 Achieve 3000 data, FAST data (PM1, PM2, PM3) and data from Lexia. The assistant principal coleads the meetings and provides a common vision for members in order to make data informed decisions.
Conley, Angela	Teacher, ESE	The Chair of the SAC committee shall assist the principal in leading the committee to develop the SIP, PFEP, and school's annual budget. ESE teachers provide information about the accommodations made for the ESE students to be successful with the core curriculum.
Lee, Kristie	Teacher, K-12	Title I teachers participate in student data collection, deliver Tier 1 instruction in a small group setting, collaborate with staff to provide Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 support.
Cummings, Katheryn	Teacher, K-12	Title I teachers participate in student data collection, deliver Tier 1 instruction in a small group setting, collaborate with staff to provide Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 support.
Rodrigues, Brandy	Math Coach	Instructional coaches facilitate and support: best practices in the classroom, data collection, MTSS and implementation of curriculum.
Ganey, Emmalee	Teacher, K-12	General education teachers provide information about core instructional practices and curriculum, participate in student data collection, deliver Tier 1 instruction, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 supports.
Strickland, Holly	Teacher, K-12	General education teachers provide information about core instructional practices and curriculum, participate in student data collection, deliver Tier 1 instruction, collaborate with staff to provide Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 supports.

Demographic Information

Principal start date

Friday 2/22/2002, Angie Whiddon

Number of teachers with a 2022 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.*

7

Number of teachers with a 2022 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

53

Total number of students enrolled at the school

654

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	80	98	84	96	74	85	95	0	0	0	0	0	0	612
Attendance below 90 percent	22	20	20	19	18	19	29	0	0	0	0	0	0	147
One or more suspensions	2	0	2	3	1	2	9	0	0	0	0	0	0	19
Course failure in ELA	4	11	3	3	1	4	3	0	0	0	0	0	0	29
Course failure in Math	4	5	1	4	8	2	8	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	9	10	13	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	10	16	14	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	5	11	6	10	0	0	0	0	0	0	0	0	0	32

Using the table above, complete the table below with the number of students by current grade level who have 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	2	3	2	6	5	3	0	0	0	0	0	0	21

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	7	2	6	3	4	7	0	0	0	0	0	0	34
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 9/16/2022

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	80	98	84	96	74	85	96	0	0	0	0	0	0	613
Attendance below 90 percent	6	14	9	12	11	8	11	0	0	0	0	0	0	71
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 FSA ELA assessment	0	0	0	0	4	20	13	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	19	20	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	0	17	20	21	0	0	0	0	0	0	58

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	4	2	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	15	8	10	4	2	6	0	0	0	0	0	0	52
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	80	98	84	96	74	85	96	0	0	0	0	0	0	613
Attendance below 90 percent	6	14	9	12	11	8	11	0	0	0	0	0	0	71
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 FSA ELA assessment	0	0	0	0	4	20	13	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	19	20	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	0	17	20	21	0	0	0	0	0	0	58

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	4	2	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	15	8	10	4	2	6	0	0	0	0	0	0	52
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	63%	56%				62%	65%	57%
ELA Learning Gains	62%						58%	62%	58%
ELA Lowest 25th Percentile	65%						51%	54%	53%
Math Achievement	66%	51%	50%				68%	70%	63%
Math Learning Gains	74%						68%	66%	62%
Math Lowest 25th Percentile	69%						61%	56%	51%
Science Achievement	68%	69%	59%				65%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	68%	-4%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison		-64%				
05	2022					
	2019	63%	62%	1%	56%	7%
Cohort Comparison		-55%				
06	2022					
	2019	54%	64%	-10%	54%	0%
Cohort Comparison		-63%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	71%	3%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	48%	69%	-21%	64%	-16%
Cohort Comparison		-74%				
05	2022					
	2019	67%	64%	3%	60%	7%
Cohort Comparison		-48%				
06	2022					
	2019	71%	70%	1%	55%	16%
Cohort Comparison		-67%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	63%	0%	53%	10%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-63%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	44	49	56	52	62	64	57				
ELL	46	45		62	73						
ASN	100			100							
BLK	50	53	40	50	72	64	60				
HSP	49	50	60	65	65	67	50				
MUL	71	81		71	82		42				
WHT	63	62	75	68	75	65	83				
FRL	58	58	55	61	76	76	64				
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	40	37	31	46	55	31	43				
ELL	26	42		56	73						
ASN	77			100							
BLK	42	55	50	42	60	39	31				
HSP	48	42	33	52	65	62	42				
MUL	63	60		65	56		75				
WHT	65	53	80	66	69	40	64				
FRL	56	52	35	54	63	40	56				
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	48	44	48	59	59	57	62				
ELL	27	53	50	48	67						
ASN	75	64		94	100						
BLK	46	52	50	49	58	54	41				
HSP	45	46	42	60	61		69				
MUL	57	44		75	75						
WHT	75	68	68	77	71	65	77				
FRL	61	60	56	65	69	62	66				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
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	464
Total Components for the Federal Index	7
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
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	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	70
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	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

4th grade ELA proficiency (in all subgroups) has continuously dropped from their 3rd grade ELA proficiency scores. Following the same cohort of students from 2021-2022, they scored 67% proficiency in 2020-2021 and dropped to 60% proficiency in 2021-2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA proficiency (at 60%) was our lowest reporting category.

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

We continue to bridge the academic gap due to many absences during on-line learning as well as when we returned to brick and mortar. Actions needed would be to implement school attendance action plan. Title I will continue to remediate utilizing small groups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

FSA Math Lowest quartile showed the most improvement. Their scores went from 44% making leaning gains to 69%

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

The greatest contributing factor was having a majority of our BQ students return from on-line learning to brick and mortar. We also utilized targeted small-group instruction to remediate math fundamentals.

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

Implementing and providing PD and coaching for our newly adopted Eureka ^2 and ELA curriculum, continuing Title I support, improving parent involvement events, targeting students for tutoring and including PENDA during resource time.

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.

Based on teacher PD feedback, opportunities will include in-person and virtual including (but not limited to) SAVVAS, Lexia, Synergy, small group instruction, data analysis, iReady, Achieve and PENDA.

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

Implementation of newly adopted Math and ELA curriculum, providing PD for any area needed, and utilizing county specialist and math coach when warranted.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on FSA ELA proficiency data, we are still 2% below the proficiency level we had in 2019. Before COVID, we were showing 62%, and although we have continuously improved each year, we are still lagging behind at 60%. When we analyzed our 2022 data, we saw Vocabulary was our lowest scoring skill within ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Based on FSA data, we have an opportunity for growth in Reading. By using the strategies and action plan described below, we will increase our overall proficiency in Vocabulary from 60.00% to 62.00% by the end of the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Admin will oversee student data and work with ALL teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings will be held after each Progress Monitoring window. Substitutes will be used so that teachers can attend meetings.
Person responsible for monitoring outcome:	Angie Whiddon (angela.whiddon@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Progress Monitoring Explicit Comprehension Strategy Instruction Small group instruction Provide Additional Programs Outside of the Regular School Day Teachers Having an Expectation of Success For All Students Nonverbal Instructional Tools
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Progress Monitoring - By continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level. Explicit Comprehension Strategy Instruction - students who have been explicitly taught multiple comprehension strategies demonstrate greater improvements in reading comprehension. Small group instruction - providing targeted assistance to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance.

Provide Additional Programs Outside of the Regular School Day - Supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Determining the right level of difficulty and pace and the most appropriate skills to teach is critical to effectively individualizing instruction.

Teachers Having an Expectation of Success For All Students - teacher expectations act as self-fulfilling prophecies because student achievement reflects expectations.

Nonverbal Instructional Tools - Utilizing Chromebooks and Desktop computers in the classroom provide individualized practice for testing and instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Admin will oversee student data and work with ALL teachers in an ongoing manner to use the data to drive instructional decisions. Data meetings will be held after each Progress Monitoring window. Substitutes will be used so that teachers can attend meetings.

Person Responsible	Angie Whiddon (angela.whiddon@myoneclay.net)

Teachers will scaffold instruction for explicit comprehension according to students needs.

Person Responsible	Joshua Hogmire (joshua.hogmire@myoneclay.net)

Title I will meet and discuss data in order to create small group and individual assignments in order to develop a inclusion schedule for those identified students.

Person Responsible	Kristie Lee (kristie.lee@myoneclay.net)

Title I will prepare a tutoring schedule in addition to ESSER funded tutoring to work with various instructional staff to be provided for those students identified as needing extra support as an afterschool program.

Person Responsible	Katheryn Cummings (katheryn.cummings@myoneclay.net)

Sarah Martz (K), Taryn Hunt (4th), Rachel Pinkston (3rd), Haileigh Brown (5th), Lisa Reinhard (Gifted) will be used to make class sizes smaller to meet the expectation of success for all students.

Person Responsible	Angie Whiddon (angela.whiddon@myoneclay.net)

Chromebooks, headphones, monitors, desktop computers will be utilized to meet the academic needs of each student.

Person Responsible	Joshua Hogmire (joshua.hogmire@myoneclay.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on FSA Math proficiency data, we are still 2% below the proficiency level we had in 2019. Before COVID, we were showing 68%, and although we have continuously improved each year, we are still lagging behind at 66%. When we analyzed our 2022 data, we saw Number Sense and Operations is our lowest scoring skill within Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on FSA data, we have an opportunity for growth in Math. By using the strategies and action plan described below, we will increase our overall proficiency in Number Sense & Operations from 66.00% to 68.00% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team and Math teachers will meet quarterly to analyze iReady Math, FAST Math Progress Monitoring and Eureka data.
Person responsible for monitoring outcome:	Brandy Rodrigues (brandy.rodrigues@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Progress Monitoring Small group instruction Provide Additional Programs Outside of the Regular School Day Dedicated time for Math in School Schedule Teacher Modeling Teachers Having an Expectation of Success For All Students Nonverbal Instructional Tools
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Progress Monitoring - By continually monitoring a child's progress, teachers can gather the information they need to match lessons to an individual child's knowledge level. Small group instruction - providing targeted assistance to students whose needs extend beyond what they can receive in the traditional classroom setting must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Provide Additional Programs Outside of the Regular School Day - Supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be

focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in better student performance. Determining the right level of difficulty and pace and the most appropriate skills to teach is critical to effectively individualizing instruction.

Dedicated time for Math in School Schedule - Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor.

Teacher Modeling - Modeling with unambiguous explanations and strong demonstrations that use clear and concise language, variety and active student participation makes instruction more explicit.

Teachers Having an Expectation of Success For All Students - teacher expectations act as self-fulfilling prophecies because student achievement reflects expectations.

Nonverbal Instructional Tools - Utilizing Chromebooks and Desktop computers in the classroom provide individualized practice for testing and instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Results from FAST will be closely dissected to target instructional needs for all students. Professional Learning Communities will used to create a global data look at each child and grade level. Data meeting will be held after each Progress Monitoring window. Substitutes will be used so that teachers can attend meetings.

Person Responsible   Brandy Rodrigues (brandy.rodrigues@myoneclay.net)

Gap standards will be assessed in order to form small focus groups on content areas that need additional instruction from a previous grade level. FAST results will provide us with data based on grade level standards. Small groups will be used to reinforce areas of need that are building blocks to current grade level standards.

Person Responsible   Brandy Rodrigues (brandy.rodrigues@myoneclay.net)

Title I will prepare a tutoring schedule in addition to ESSER funded tutoring that address specific needs of students based on data from FAST, classroom instruction and gap standards diagnostics.

Person Responsible   Kristie Lee (kristie.lee@myoneclay.net)

Eureka Squared will be utilized in kindergarten through fifth grades. Math specialist will provide ongoing modeling, alignment of current FAST blueprint to Eureka lessons, and areas of importance based on percentages of standards assessed on grade level progress monitoring.

Person Responsible   Brandy Rodrigues (brandy.rodrigues@myoneclay.net)

District math coaches and school based specialist will provide ongoing professional development and modeling for mathematic instruction.

Person Responsible   Brandy Rodrigues (brandy.rodrigues@myoneclay.net)

Sarah Martz (K), Taryn Hunt (4th), Rachel Pinkston (3rd), Haileigh Brown (5th), Lisa Reinhard (Gifted) will be used to make class sizes smaller to meet the expectation of success for all students.

| **Person Responsible** | Angie Whiddon (angela.whiddon@myoneclay.net) |

Chromebooks, headphones, monitors, desktop computers will be utilized to meet the academic needs of each student.

| **Person Responsible** | Joshua Hogmire (joshua.hogmire@myoneclay.net) |

#3. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students cannot learn if they are not at school. When we analyzed our attendance data from the 2021-2022 school year, we had an overall attendance rate of 85% A student with 85% attendance is missing approximately 5 and a half weeks of instruction, which greatly impacts their ability to master the Florida B.E.S.T standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Based on Synergy data, we have an opportunity for growth in Attendance By using the strategies and action plan described below, we will increase our overall proficiency in Attendance from 85.00% to 95% by the end of the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Student Success Team meets monthly to analyze students' attendance data and will follow the county's Attendance Decision Tree procedures.
Person responsible for monitoring outcome:	Joshua Hogmire (joshua.hogmire@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Decision-making: Include families as partners in school organizations-advisory panels-committees Establish Positive Connections Engage Students in Relevant Learning
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Decision-making: Include families as partners in school organizations-advisory panels-committees - including parents as partners in their child's education will help improve learning outcomes for children by ensuring that they have all the support they need to succeed. Establish Positive Connections - if students can make a positive connection with adult role models (resource officer, counselors, teachers etc.) at school, student truancy will decline. Engage Students in Relevant Learning - students who are engaged and excited about relevant learning will want to attend school and will result in fewer absences which will increase student performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Form a School Advisory Council that represents the makeup of our school population. Use this platform as one of our vices to address the importance of attendance. Ask parents for strategies to address attendance and tardiness.

Person Responsible	Angela Conley (angela.conley@myoneclay.net)

School resource officer, guidance counselors, and social worker will consistently check in with students at risk for truancy. When students improve attendance they will be given responsibilities such as morning announcement speaker, teacher helpers and student buddy reader.

Person Responsible	Angie Whiddon (angela.whiddon@myoneclay.net)

Summer Success Strategies to decrease the summer slide and keep students engaged in learning so they will want to attend school.

Person Responsible   Joshua Hogmire (joshua.hogmire@myoneclay.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

W. E. Cherry promotes a positive school culture and environment by practicing the 7 Mindset character traits, promoting a positive school-wide theme of "We Listen", recognizing student achievements and high attendance rates, and offering various extracurricular activities such as the Dance team, Math team, and Robotics club. In the classroom WEC is striving to engage students in relevant learning - students who are engaged and excited about relevant learning will want to attend the school which will result in fewer absences which will increase student performance.

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

In collaboration with the school leadership team, SAC members, and the stakeholders, WEC builds relationships to increase attendance with parents, families, and community stakeholders in the following ways: Open house/orientation allows parents to tour the campus, meet the teachers and find support services provided by the community. The Fall Carnival provides parents with educational opportunities and community partners the opportunity to interact with parents and share their products and services. Relay for Life allows parents, teachers, and the community to connect and fundraise for the American Cancer Society. School Dances and Information Nights provide parents and students with free reading and math materials and at-home strategies to improve students' academic performance. SAC, our webpage, our Facebook page, and our Google classroom provide parents and stakeholders opportunities to participate in school improvement planning, provide input to budget addressing barriers, contribute to necessary revisions and provide feedback.