

Clay County Schools

# Clay Hill Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Clay Hill Elementary School

6345 COUNTY ROAD 218, Jacksonville, FL 32234

<http://che.oneclay.net>

## Demographics

**Principal: Adele Reed**

Start Date for this Principal: 6/2/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (59%) 2018-19: B (59%) 2017-18: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Clay Hill Elementary School

6345 COUNTY ROAD 218, Jacksonville, FL 32234

<http://che.oneclay.net>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">9%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B	B	B	B

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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**

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
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	The Assistant Principal will attend the meetings in a support role for the Principal.
Goolsby, April	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Dupont, DeeAnn	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Groover, Suzanne	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Pittman, Meredith	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Pitchford, Crista	Teacher, K-12	Improve student achievement in reading by ensuring that school practices, including professional

Name	Position Title	Job Duties and Responsibilities
		development, instruction, curriculum, and assessment, align with state statute.
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!
LeStrange, Paula	School Counselor	Provides input regarding testing and guidance issues. Offers support with data analysis and collegial learning, communication, and oversight.
Warren, Sara	Teacher, K-12	Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Lowans, Allyson	Instructional Technology	Improve student achievement by modeling & supporting effective instructional practice with technology and data systems (Synergy, iReady, Lexia, etc.), promote collegial learning and communication (FB, Instagram, etc.) with and among stakeholders.
Stevens, Candice	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	Department Head: Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.
Curry, Megan	Teacher, K-12	Department Lead Improve student achievement by modeling & supporting effective instructional practice, data analysis and collegial learning, communication, and oversight.

**Demographic Information**



**Principal start date**

Friday 6/2/2017, Adele Reed

**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.*

2

**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**

34

**Total number of students enrolled at the school**

438

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

8

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

6

**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	66	68	56	79	45	57	47	0	0	0	0	0	0	418
Attendance below 90 percent	17	16	13	19	9	13	9	0	0	0	0	0	0	96
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	3	0	0	1	0	0	0	0	0	0	0	0	5
Course failure in Math	1	2	0	1	1	2	1	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	3	7	7	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	8	13	4	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	4	3	8	8	0	0	0	0	0	0	23

**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	1	2	0	1	0	0	0	0	0	0	0	6

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	2	5	3	4	1	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	1	0	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/28/2022

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	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	

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	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	1	0	0	0	0	0	0	0	0	0	1

**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	61%	63%	56%				60%	65%	57%
ELA Learning Gains	60%						62%	62%	58%
ELA Lowest 25th Percentile	69%						49%	54%	53%
Math Achievement	61%	51%	50%				62%	70%	63%
Math Learning Gains	63%						67%	66%	62%
Math Lowest 25th Percentile	58%						41%	56%	51%
Science Achievement	41%	69%	59%				70%	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	60%	68%	-8%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	58%	5%
Cohort Comparison		-60%				
05	2022					
	2019	54%	62%	-8%	56%	-2%
Cohort Comparison		-63%				
06	2022					
	2019	64%	64%	0%	54%	10%
Cohort Comparison		-54%				

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	54%	71%	-17%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-54%				
05	2022					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-62%				
06	2022					
	2019	58%	70%	-12%	55%	3%
Cohort Comparison		-64%				

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	64%	63%	1%	53%	11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-64%				

**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	35	46	59	39	50	50	15				
HSP	45			55							
WHT	61	58	70	62	62	55	39				
FRL	61	68	70	56	62	62	35				
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				

**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	59
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	413
Total Components for the Federal Index	7

<b>ESSA Federal Index</b>	
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
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	59
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?

Analysis based on 2022 data. Over multiple years, students with disabilities consistently demonstrated lower proficiency, learning gains, and lower quartile learning gains rates than their general education peers, as well as other CHE subgroups, that is until this year. Our lowest quartile learning gains nearly matched (ELA) or exceeded (Math) the gains of their general education peers.

The data shows that students in grades 3 and 4 exceeded the state's averages in ELA with grade 3 being at 65% proficiency (state average was 53%) and grade 4 being at 69% proficiency (state average was 57%). Grades 5 and 6 both were below the state averages in ELA with grade 5 being at 52% proficiency (state average was 55%) and grade 6 being at 48% proficiency (state average was 52%).

CHE students in grade 3 and 4 both scored below state averages in Math with grade 3 being at 56% proficiency (state average was 58%) and grade 4 being at 51% (state average was 61%). Both grades 5 and 6 exceeded state averages in Math with grade 5 being at 62% proficiency (state average was 52%) and grade 6 being at 67% proficiency (state average was 49%).

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

Analysis based on 2022 data. Proficiency in Science, for all students (41%), requires the greatest need for improvement. Raw subgroup data reveals:

- All: 39% proficient
- ESE: 15% proficient
- FRL: 35% proficient

**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 2022 data. This need for improvement is reflected in our 2022 Science scores on the state assessment. We were at only 41% proficiency, a 26-point drop from 2021. The volatility of attendance and teacher allocation in grades had a significant impact on student performance. Improvements in the targeting of student needs, alignment of instruction in small group and whole group needs calibrating and greater oversight via explicit progress monitoring.

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

Analysis based on 2022 data. We are delighted that our students showed significant growth in both ELA and Math at all grade levels. However, our greatest improvements can be seen in the Learning Gains of our students who fall into the lowest quartile, our most fragile learners. They made learning gains of 69% in ELA and 58% in Math.

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

Analysis based on 2022 data. Content-area specialization among teachers and consistency in teacher allocation and attendance contributed greatly to student outcomes. Standards-driven, differentiated (small group), rigorous instruction presented with fidelity also played a vital role in this improvement.

**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 will be used to ensure that learning is accelerated. Teachers will utilize Learning Targets, Checks for Understanding, and Instruction Aligned to Assessment Results to improve teaching and learning. Rigorous/On-Level Content, explicit engagement strategies (i.e., Think-Pair-Share, CFU's, collaboration, etc.), and academic ownership (i.e., student data analysis, goal setting, & tracking, parent engagement in data monitoring and action steps) will be employed to accelerate learning.

**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 continue to be trained on new reading materials (SAVVAS, Heggerty) 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.

Teachers will be provided with professional development on the use of Learning Targets, Checking for Understanding, and Aligning Instruction to Checks for Understanding to promote quality teaching and learning, as well as the most effective strategies for implementing small groups so that student needs will be addressed frequently and consistently. Through PLCs and Vertical Teams, continuous progress monitoring, with consistent feedback from learning teams and administration will ensure that practice is refined on an ongoing basis.

Teachers will have a deeper understanding of instructional strategies that align with BEST Math standards and the MTRs to promote student achievement. They will learn to use the components of the B.E.S.T. Math standards to ensure alignment between instructional delivery and grade level expectations for mastery.

Teachers will also learn how to use PENDA science to diagnose student strengths and weaknesses and target remediation, as needed. They will learn strategies for high-impact remedial instruction.



Assistants who provide small group instruction in math will learn about RDW and Eureka math strategies for conceptual understanding of math concepts. They will learn how to use strategic question stems and strategies to promote productive struggle and increase attainment of standards mastery.

**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 support for T2 and T3 students. Assistants will enrich high-performing students while certified teachers implement high-yield instructional strategies with our struggling learners. Teachers will be tiered in their use of Learning Targets, Checks for Understanding, and Aligning Instruction to Assessment Results to ensure continuous improvement among instructional staff as well as alignment between instruction and student needs.

**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 Standards-aligned Instruction**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

We have chosen to focus on proficiency rates in this section. Our proficiency rates were as follows:  
 ELA was 61%, followed by 61% in Math and 41% in Science. We identified this as a critical need because proficiency rates reflect learning gaps. If our proficiency increases, that shows that our students' learning gaps are decreasing. That is our goal, to close those gaps that students have and help them to achieve more academic success.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Our goal is to increase CHE's overall proficiency rates in ELA to 65%, in Math to 65%, and in Science to 65%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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)

All ELA, Math, and Science classrooms will utilize research-based programs and strategies to support student learning. Research-based curriculum/supports will include SAVVAS, Lexia, iReady, Achieve 3000, Eureka Math, HMH Science, DBQs, PENDA Science, and differentiated small group instruction. Likewise, targeted interventions will be implemented when needed.

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

In ELA, teachers will implement: Small group instruction, Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction, Explicit Comprehension Strategy Instruction (ELA), Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading (SAVVAS), and Direct-explicit instruction (ELA).

In math, teachers will implement: Visual Representations, Small group instruction, Progress Monitoring, Integrate Math Instruction Throughout School Day, and Frequent Student Practice.

In science, teachers will implement: Visual Representations, Small group instruction, Progress Monitoring, Frequent Student Practice, and Provide Additional Programs Outside of the Regular School Day.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific**

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

**strategy. Describe the resources/criteria used for selecting this strategy.**

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, thus improving student proficiency rates.

**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.

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, DBQ, PENDA Science, etc.) throughout the year. Teachers will have the opportunity to participate in model classroom observations and job-specific training.

All teachers will use data to identify student areas of need in reading and develop differentiated small groups as evidenced in lesson plans, classroom walk-throughs, student work analysis and PLC's. All K-3 teachers will provide phonological instruction during the reading block as evidenced in lesson plans, classroom walk-throughs, and student work analysis and PLC's. Classroom assistants will increase our capacity for small group instruction.

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

Our Math action steps are as follows: All teachers will implement modeling by having students use appropriate tools to create concrete visual representations as evident in lesson plans, classroom walkthroughs, and student work analysis in PLCs.

All teachers will use data to identify student areas of need in math and develop and deliver daily differentiated small groups as evidenced in lesson plans, classroom walk throughs, and student work analysis and PLC's.

Classroom assistants will provide small group math instruction. A .5 Math Interventionist will provide small group math instruction. Interactive Monitors will be utilized by teachers and students to model problem-solving methods. Chromebooks will be used to enable student to access the i-Ready Math program. Doc cams will be used to display content for the purpose of modeling strategies and visual representations of problem-solving methods. Boogie Boards provide a means for students to show their mathematical thinking via visual representations.

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

Our Science action steps are as follows: All teachers will utilize models and simulations to present science concepts and principles. These will include digital models, illustrations, animations, drawings, and diagrams, etc. These will be evidenced in classroom walkthroughs, lesson planning, and PLC documentation.

All teachers will use data to identify student areas of need in science and develop & deliver daily differentiated small groups as evidenced in lesson plans, classroom walk throughs, and student work

analysis and PLC's. .

PENDA Science will be utilized, starting in grade 3, to provide supplemental instruction and progress monitoring in science. Students will utilize PENDA both during and after school.

Chromebooks will be used to enable student to access PENDA. Doc cams will be used to display content for the purpose of lab demonstrations, graphic organizers, models, and diagrams.

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

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus  
Description  
and Rationale:  
Include a  
rationale that  
explains how it  
was identified  
as a critical  
need from the  
data reviewed.**

Our area of focus for this section is learning gains. Our data showed that our learning gains were 60% for ELA and 63% for math. Those are strong numbers. However, we would like to see them continue to grow. Although students may prove to be proficient in a subject area, that does not mean that they made learning gains, or "growth". By focusing on learning gains, we can get a better indication of student progress and actually see what and how much students learned from instruction. By measuring student growth, we can get a better picture of where our instructional strengths and weaknesses lie so that we can plan our teaching more effectively.

**Measurable  
Outcome:  
State the  
specific  
measurable  
outcome the  
school plans  
to achieve.  
This should be  
a data based,  
objective  
outcome.**

Our goal is to increase CHE's overall learning gain rates to 65% in ELA, and 68% in Math.  
Lower quartile reading gains will increase to 74%, and lower quartile math gains will increase to 63%.

**Monitoring:  
Describe how  
this Area of  
Focus will be  
monitored for  
the desired  
outcome.**

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:  
Describe the  
evidence-  
based strategy  
being  
implemented  
for this Area of  
Focus.**

All ELA, Math, and Science classrooms will utilize research-based programs and strategies to support student learning. Research-based curriculum/supports will include SAVVAS, Lexia, iReady, Achieve 3000, Eureka Math, HMH Science, DBQs, PENDA Science, and differentiated small group instruction. Likewise, targeted interventions will be implemented when needed.

In ELA, teachers will implement: Small group instruction, Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction, Explicit Comprehension Strategy Instruction (ELA), Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading (SAVVAS), and Direct-explicit instruction (ELA).

In math, teachers will implement: Visual Representations, Small group instruction, Progress Monitoring, Integrate Math Instruction Throughout School Day, and Frequent Student Practice.

In science, teachers will implement: Visual Representations, Small group instruction, Progress Monitoring, Frequent Student Practice, and Provide Additional Programs Outside of the Regular School Day.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Reducing the teacher-to-student ratio will enable teachers to better move student achievement toward proficiency and make desired learning gains. If all teachers provide strong, differentiated small group instruction aligned to students' targeted 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.

**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.

Instructional staff will utilize iReady Instructional Profiles, Lexia baseline assessment data, FAST 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)

Our Math action steps are as follows: All teachers will implement modeling by having students use appropriate tools to create concrete visual representations as evident in lesson plans, classroom walkthroughs, and student work analysis in PLCs. All teachers will use data to identify student areas of need in math and develop and deliver daily differentiated small groups as evidenced in lesson plans, classroom walk throughs, and student work analysis and PLC's. Classroom assistants will provide small group math instruction. A .5 Math Interventionist will provide small group math instruction. Interactive Monitors will be utilized by teachers and students to model problem-solving methods. Chromebooks will be used to enable student to access the i-Ready Math program. Doc cams will be used to display content for the purpose of modeling strategies and visual representations of problem-solving methods. Boogie Boards provide a means for students to show their mathematical thinking via visual representations.

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

Our Science action steps are as follows: All teachers will utilize models and simulations to present science concepts and principles. These will include digital models, illustrations, animations, drawings, and diagrams, etc. These will be evidenced in classroom walkthroughs, lesson planning, and PLC documentation.

All teachers will use data to identify student areas of need in science and develop & deliver daily differentiated small groups as evidenced in lesson plans, classroom walk throughs, and student work analysis and PLC's. .

PENDA Science will be utilized, starting in grade 3, to provide supplemental instruction and progress monitoring in science. Students will utilize PENDA both during and after school.

Chromebooks will be used to enable student to access PENDA. Doc cams will be used to display content for the purpose of lab demonstrations, graphic organizers, models, and diagrams.

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

Our ELA action steps are as follows:: 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 Achieve 3000, SAVVAS, Lexia, Heggerty, DBQ,etc.) throughout the year. Teachers will have the opportunity to participate in model classroom observations and job-specific training.

All teachers will use data to identify student areas of need in reading and develop differentiated small groups as evidenced in lesson plans, classroom walk-throughs, student work analysis and PLC's. All K-3 teachers will provide phonological instruction during the reading block as evidenced in lesson plans, classroom walk-throughs, and student work analysis and PLC's. Classroom assistants will be available to assist with teacher and student needs as well.

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

**#3. Positive Culture and Environment specifically relating to Discipline**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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. Our data indicated that disciplinary referrals were a problem for our school this year, having had 126 referrals written in 10 months. That's an average of over 12 referrals per month. This is concerning to us and that is why we have chosen discipline as the focus for this section.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will reduce overall Referral Rates from 126 (August-May 2021-22) to 95 or fewer by the end of the 2022-2023 school year.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Using incident referral data in Synergy, administrators, along with the PBIS team, will monitor student behavior and discipline data each month. Rates of distribution of PAW points will also be examined regularly.

**Person responsible for monitoring outcome:**

Adele Reed (adele.reed@myoneclay.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

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. They will define and teach Positive Expectations, use progress monitoring, and establish positive connections.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.**

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. The implementation of research-based programs, such as PBIS Rewards and 7 Mindsets resources with fidelity, should result in an increase in positive behaviors among students, a reduction in disciplinary action, and more time on task for students. By teaching and defining positive expectations, we are ensuring that all



**Describe the resources/criteria used for selecting this strategy.**

students have a clear understanding of expected behaviors and we are teaching new life skill competencies. By establishing positive connections, students are more likely to engage in positive behaviors.

**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.

Administration and staff will explicitly teach students about PBIS through the use of the PBIS Rewards platform and the school adopted "PAWS" 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.

**Person Responsible**

Sarah Johnson (sarah.johnson@myoneclay.net)

All staff will deepen knowledge of effective PBIS strategies to increase rates of acknowledgement and reinforcement of positive behaviors among students as evidenced by PBIS Rewards data. They will use the PBIS rewards program to enable us to monitor the distribution of PBIS points, and the specific life skills at which students are most and least proficient, better allowing us to target our PD focus with staff and The staff will recognize positive behaviors on-demand for appropriate choices via scanning student QR code badges/lanyards. They will deepen their understanding of PBIS and improve their skill in recognizing and reinforcing target behaviors while redirecting less-desired ones. Teachers and staff will verbalize the target behavior at the time the points are distributed. They will also use Life Skills books for read-aloud and/or student selection to introduce or reinforce Life Skills.

**Person Responsible**

Sarah Johnson (sarah.johnson@myoneclay.net)

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.

**Person Responsible**

Sarah Johnson (sarah.johnson@myoneclay.net)

**#4. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

**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.

*No action steps were entered for this area of focus*

**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.**

All stakeholders have trained in the 7 Mindsets curriculum annually. Parents are introduced to our PBIS systems, including our PAWS 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/PAWS 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. PAWS 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 22-23 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 22-23 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, hosts Kinder Camp for our upcoming Kindergarteners, 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 school culture and environment.**

CHE Department Team Leaders: Maura Key, Michelle Ristad, Amy Fehrs, April Goolsby, Megan Curry, DeeAnn Dupont, Sara Warren, Paula Pike, Shannon Neese, Allyson Lowans, Rhonda Samples, Shavon Hendry, Meredith Pittman, 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.

All teachers promote PBIS through the distribution of PAW Points (PBIS), and administration highlights high-performing students' behavior through Monthly Mindset Champion awards and Pawsitive Referral earners.