

Clay County Schools

Keystone Heights Elementary



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Keystone Heights Elementary

335 SW PECAN ST, Keystone Heights, FL 32656

<http://khe.oneclay.net>

Demographics

Principal: Elizabeth Turbeville

Start Date for this Principal: 7/1/2021

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)	99%
2021-22 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	2021-22: B (58%) 2018-19: A (68%) 2017-18: A (72%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Keystone Heights Elementary

335 SW PECAN ST, Keystone Heights, FL 32656

<http://khe.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">99%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">11%</p>

School Grades History

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

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
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, Reading Coach for new teachers to our school, Small group instruction, and to assist Principal and Asst. Principals with leadership duties.
Kirkland, Brandi	Teacher, K-12	Math and Science Coach for new teachers to our school, small group instruction, and assist Principal and Asst. Principals with leadership duties.
Dampier, Anna	School Counselor	All duties guidance, MTSS, behavioral support, assist the Principal and Asst. Principals with leadership duties.
Gibson, Heather	School Counselor	All duties guidance, MTSS, behavioral support, assist the Principal and Asst. Principals with leadership duties.
Morford, Isaac	Behavior Specialist	Behavioral Coach and to assist the Principal and Asst. Principals with leadership duties.
Herrholtz, James	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.

Demographic Information

Principal start date

Thursday 7/1/2021, Elizabeth Turbeville

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.*

11

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.*

14

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

826

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

13

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

13

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	104	104	117	104	106	112	100	0	0	0	0	0	0	747
Attendance below 90 percent	19	20	16	15	17	18	21	0	0	0	0	0	0	126
One or more suspensions	1	0	2	3	9	4	3	0	0	0	0	0	0	22
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 2022 statewide FSA ELA assessment	0	0	0	22	31	13	17	0	0	0	0	0	0	83
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	16	16	15	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	14	18	30	22	31	13	17	0	0	0	0	0	0	145

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	0	1	0	8	7	5	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	6	4	1	4	1	1	0	0	0	0	0	0	0	17
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

Thursday 8/25/2022

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	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	

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	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	11	17	10	11	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	8	6	9	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	11	17	10	11	0	0	0	0	0	0	49

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	

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	56%	63%	56%				68%	65%	57%
ELA Learning Gains	47%						58%	62%	58%
ELA Lowest 25th Percentile	42%						49%	54%	53%
Math Achievement	71%	51%	50%				80%	70%	63%
Math Learning Gains	71%						76%	66%	62%
Math Lowest 25th Percentile	58%						68%	56%	51%
Science Achievement	62%	69%	59%				79%	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	64%	64%	0%	58%	6%
Cohort Comparison		-64%				
05	2022					
	2019	67%	62%	5%	56%	11%
Cohort Comparison		-64%				
06	2022					
	2019	69%	64%	5%	54%	15%
Cohort Comparison		-67%				

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	75%	71%	4%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	79%	69%	10%	64%	15%
Cohort Comparison		-75%				
05	2022					
	2019	77%	64%	13%	60%	17%
Cohort Comparison		-79%				
06	2022					
	2019	88%	70%	18%	55%	33%
Cohort Comparison		-77%				

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	76%	63%	13%	53%	23%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-76%				

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	34	29	53	58	48	44				
HSP	58	50		63	72						
WHT	56	46	39	72	71	54	63				
FRL	45	46	40	59	63	53	51				

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				

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	58
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	407
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
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
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
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	51
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?

We lost the most ground in ELA achievement, learning gains and lowest 25th percentile. We did lose ground in both math and science achievement as well: The following is our data:

2022 2021 2019

ELA Achievement 56% 71% 68%

ELA Learning Gains 47% 66% 58%

ELA Lowest 25% 42% 52% 49%

Math Achievement 71% 78% 80%

Math Learning Gains 71% 73% 76%

Math Lowest 25% 58% 68% 68%

Science Achievement 62% 69% 79%

In our subgroup category

SWD - we went down in all ELA and Math areas and went up 2 percentage points in Science.

HSP - we went down in ELA and the only area we went up in was Math Learning Gains from 60% to 72%.

WHIT - We went down in ELA, Math, and Science. No Gains

FRL - we went down in all areas except for ELA Learning Gains. We went from 17% to 40%.

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

We need to focus our efforts in ELA with our learning gains and lowest 25th percentile.

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

New teachers in grade levels, high absenteeism due to covid, lack of stable leadership and overall difficulty with online learning contributed to the loss of gains.

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

We did not have any improvements overall in our FSA scores in 2021. If you look at our Subgroup data, we increased the most in the FRL category. In 2021 we scored 17% in ELA Lower quartile to 40% in 2022.

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

We did not see any significant improvements in any progress monitoring or FSA scores. With our increase ELA Lower quartile in the subgroup FRL, we believe this improvement was a factor of our FRL overall increased on campus, therefore more students are counted in this category.

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

Teachers will focus on meaning, doing read alouds, phonics instruction, giving students literacy opportunities, deliberate linkage of reading and writing and naming reading strategies as teachers model reading with students.

Teachers will participate in PLC data meetings, and ongoing professional development.

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.

District reading and ELA specialist are meeting with our K-3 ELA teachers for professional development with usage of the curriculum and specific software programs that enhance student progress toward our goals. Teachers will monitor student progress with data meetings, and PLC meetings. In the PLC meetings the teams will Identify Professional Development needs on an as needed basis.

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

Administration will meet quarterly with teachers to review data from the Star Reading and Star Math for grades K-2 and the FAST assessment for grades 3-6. Teachers will meet weekly in PLC's to discuss student data. Administration will circulate through school wide PLC's to ensure discussions are revolved around the following questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Regional and District content coaches will provide ongoing services and supports as needed and in

accordance with this School Improvement Plan.

Title I teachers at the school level are supporting all teachers with curriculum, planning and small groups.

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.

Using our school data from FSA and looking at the School Data Review under Needs Assessment/Analysis, KHE will focus on ELA Achievement for ALL students. From 2020/2021 to 2021/2022 school year we went down 15% in ELA Achievement.

Measurable

Outcome:

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

We plan to increase our overall reading proficiency from 56% to 61% by the end of the 2022-2023 school year.

Monitoring:

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

Meeting with teachers quarterly in data meetings to review Star Early Literacy, Star Reading and FAST assessments.

Person responsible for monitoring outcome:

Beth Turbeville (elizabeth.turbeville@myoneclay.net)

Evidence-based

Strategy:

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

Teachers will model, provide scaffolding and then small groups based on student needs. Students will receive explicit comprehension instruction along with phonological awareness and phonemic awareness instruction. Students will be provided with frequent practice that can be monitored by teachers in small groups. Teachers will use visual representations to help scaffold students thinking. Teachers will use universal screeners to check for understanding in all subject matter.

Rationale for

Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 need to be taught to differentiate their instruction. Using all above strategies will allow for teachers to work with all of the students to meet their needs. Student needs being how do they learn best. Are they visual, auditory, or Kinesthetic learners.

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.

1. Small Group support with Title I assistants during inclusion support time.
2. All K-3 teachers will implement From Phonics to Reading and Heggerty daily in whole group and small groups.
3. All teachers will administer baseline assessments using various universal screeners: DIEBELS, Star Reading, Power Up and Lexia
4. Students will need chromebooks and technology supplies to be able to practice as needed in Lexia, PowerUp and complete their progress monitoring.
5. Building richer classroom libraries and home libraries.
6. Teachers will use interactive tv's to control and annotate writings and readings. Teachers will connect students to their devices for interactive and collaboration lessons.
7. Teachers will meet with coaches monthly talking about strategies being used from Behavior Management book.
8. Teachers will use white boards to model understanding of text.
9. Teachers in grades 1-5 will utilize Accelerated Reader Program to help promote the love of reading.
10. Tutoring students in small groups using differentiated strategies. Title I will provide transportation for students for afterschool tutoring.

Person

Responsible

Beth Turbeville (elizabeth.turbeville@myoneclay.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

Using our 5th grade FCAT Science Assessment, our scores dropped 13% from 2021 to 2022.

Measurable Outcome:

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

We will increase our overall proficiency in Life Science from 60% to 66% by the end of the 2022-2023 school year.

Monitoring:

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

We will have quarterly meetings with teachers and monitor or District PM and Penda.

Person responsible for monitoring outcome:

Beth Turbeville (elizabeth.turbeville@myoneclay.net)

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

Teachers will provide small group instruction using direct-explicit instruction along with this they will use visual representations. Inquiry based lessons using the 5 E's Instructional Planning. We will provide a Science bootcamp in April/May that will be provided after school hours.

Rationale for Evidence-based Strategy:

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

Small group instruction will allow for teachers to work with individual students struggling with certain standards to help differentiate 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.

1. Teachers will provide differentiated instruction based on exit tickets and formative data.
2. Teachers will implement direct instruction using district curriculum guides and district mandated curriculum.
3. Funding for STEM teacher.
4. Teachers will differentiate in the classroom using Speedbag Workbooks for students.
5. We will hold a Science bootcamp for tutoring.
6. Teachers will use interactive tv's to provide hands on lessons in math. Teachers can download and use subject specific Apps. Teachers will connect students to their devices for interactive and collaboration lessons.

Person Responsible

Beth Turbeville (elizabeth.turbeville@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.

Using Synergy data, we have an opportunity for growth in attendance. We are currently at 84% and would like to increase this number. If we have students in class, we can teach them and our scores overall will improve.

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

By using the strategies and action plan we will increase our overall proficiency in attendance from 84% to 90% by the end of the 2022-2023 school year.

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

Teachers monitor their class attendance daily. When a student is absent 2 days in a row, teachers make phone calls or send an email through Synergy checking on that student. If continues, our front office secretary is notified by teacher and she gathers the information of whether the absences are excused or not. If not excused, the secretary will send home a letter to that family of the importance of being at school with a warning. The second letter will be inviting them to a Student Success Meeting. The third letter will be a letter inviting them to the District Office for a meeting with the States Attorney. These policies are district wide.

Person responsible for monitoring outcome:

Beth Turbeville (elizabeth.turbeville@myoneclay.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

We are providing 2 Way communication with our planners for our families. We are using PBIS Rewards for grades 3-6. Administration held meetings with parents and families before each grade level open house explaining the District policy for attendance giving them direct explicit instructions on the new policy. Our Principal will make phone calls home to families when students are missing an excessive amount of school or a student who may have a large amount of tardies which is showing families she cares about them and continues to foster the parent school relationship. Students are awarded PBIS points for attendance in which the teachers are fostering student expectations of success for attendance.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

By providing planners for communication, parents will know expectations for students in class. PBIS Rewards will provide students with the want to be at school to earn the big prizes in the PBIS school store.

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.

1. Administration will provide information through professional development and through social media in an effort to increase student attendance.
2. Attendance initiative through our PBIS program and Indian 200 Club.
3. Professional Development using Behavior Interventions book.
4. Parent Family Communication Folders and planners to increase communication.
5. Bus transportation to help with after school attendance.

Person Responsible

Beth Turbeville (elizabeth.turbeville@myoneclay.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kindergarten - Teachers will focus on letter naming upper and lower case letters. They will teach beginning, middle and last sound in words. They will teach high frequency words. They will work on students writing as many letters correctly.

First Grade - Teachers will teach students to sound out and write simple words with short vowel sounds, final -e, common long vowel spellings, blends and r-controlled vowels. Teachers will teach high frequency words, decodable or not with automaticity. Teachers will teach writing all letters correctly.

Second Grade - Teachers will teach decoding words with complex combinations (e.g., oo,ea,ou,oi,oy,ow). They will teach decoding words with common prefixes and suffixes.

All of these instructional practices are part of the BEST standards and will provide our students an education where they will be successful in the future. We used our Lexia data to help support our reasons for choosing practices we want our teachers to focus on in class with students. Currently our K students are 51.4% below 1 grade level. Our current 1st grade students are 7.4% below 2 years and 72.2% below 1 year grade level. Second grade students are 18.3% below 2 years and 57.5% below 1 year.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Third Grade - Teachers will teach decoding multisyllabic words and words with suffixes such as -ful, -less, and -est. They will teach grade appropriate vocabulary in both speaking and writing. Teachers will teach, summarizing, characters, text features, main idea and details, compare and contrast, along with figurative language.

Fifth Grade - Teachers will teach grade level phonics and word analysis skills to read and write single-syllable and multisyllabic words. Teachers will teach summarizing texts, main idea and details, text features, analyze setting, events, and plot. Teachers will teach how students figure meanings of unknown words using context clues, figurative language, word relationships, and background knowledge.

All of these instructional practices are part of the BEST standards and will provide our students an education where they will be successful in the future. We used our last year FSA data to see where we need to improve as a school. Third grade was 39% proficient and fifth grade was 44% proficient.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, our school will meet the following outcomes.

Using Lexia data:

Kindergarten will improve from 48.6% on grade level to 80% on grade level.

First grade will improve from 19.4% on grade level to 65% on grade level.

Second grade will improve from 22.5% on grade level to 65% on grade level.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, our school will meet the following outcomes.

Using FSA data:

Third grade will improve from 39% proficient to 55% proficient.

Fifth grade will improve form 44% proficient to 60% proficient.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Meeting with teachers quarterly in data meetings to review Lexia, Achieve, Star Early Literacy, Star Reading and FAST assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Turbeville, Beth, elizabeth.turbeville@myoneclay.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will use all district approved curriculum with fidelity. All curriculum will be aligned to the district reading plan and school reading plan. Teachers will teach the BEST ELA standards in their classrooms. The following are programs our school will use: Savvas, Heggerty, Kid Lips, Lexia Core5, and corrective reading as needed. Teachers will model, provide scaffolding and then small groups based on student needs. Students will receive explicit comprehension instruction along with phonological awareness and phonemic awareness instruction. Students will be provided with frequent practice that can be monitored by teachers in small groups. Deliberate linkage with reading and writing.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

As a school district, we have a district reading plan that has to be followed. We have closely aligned what we are doing in the classrooms to what the district has approved for us to use in our classrooms. Savvas, Heggerty, Kid Lips, Lexia Core5 and Corrective Reading all will help provide our teachers with the tools they need to teach all of our students to be successful in their future. Our school district only approves programs that have been researched based and will address our state standards B.E.S.T. ELA standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Keystone Heights Elementary will take part in a webinar series provided by the DOE Regional Literacy Coaches. The first one being October 11 & 13. We will be able to take away information to help support our teachers in the classrooms.	Turbeville, Beth, elizabeth.turbeville@myoneclay.net
Keystone Heights will create and meet with the school based Literacy Leadership team monthly to discuss data and what is working and what needs to change.	Turbeville, Beth, elizabeth.turbeville@myoneclay.net
Administration and team will train all teachers on our Reading goals for the school year.	Turbeville, Beth, elizabeth.turbeville@myoneclay.net
Teachers will have training in the BEST Reading standards so that they are aligning their instruction for student success.	Turbeville, Beth, elizabeth.turbeville@myoneclay.net
Create and analyze common formative assessments.	Turbeville, Beth, elizabeth.turbeville@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.

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. Administration will address all parents at our Annual Meeting about the new attendance policy to get students in school so that we can meet our goals. We meet with SAC throughout the year to discuss how our programs are working and if there is anything 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 K-6th use planners in order to communicate with families and all students have a Tuesday folder to be sent home for all graded work. Many of our teachers also use a technology based system for parent communication, Google Classroom. 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 as well as our New PBIS rewards program for 3rd-6th grade. We will receive feedback form our families at the end of each parent/family event by surveys we provide. 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. 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 school culture and environment.

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.