Charles E. Bennett Elementary School

2022-23 Schoolwide Improvement Plan

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Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

http://ceb.oneclay.net

Demographics

Principal: Amanda Strickland

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: D (37%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

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School Demographics

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

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

At Charles E. Bennett Elementary, 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.

Charles E. Bennett Elementary 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
Cagle, Sheree	Principal	Responsible for all leadership activities and the vision of the school. Responsible for maintaining a school that has a safe and caring environment as well as quality instruction. Administers a balanced budget promotes a positive work environment , and involves community stakeholders and parents.
Hiers, Christina	Assistant Principal	Responsible for maintaining school wide discipline, interviewing and hiring teachers and staff, monitors attendance, textbook coordinator and testing coordinator. Promotes an environment that fosters learning and collegial atmosphere for teachers and staff. Contact for TSSSA grant.

Demographic Information

Principal start date
Wednesday 8/21/2019, Amanda Strickland

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.*
16

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.*
16

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

638

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

16

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

11

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	91	93	88	83	84	77	85	0	0	0	0	0	0	601
Attendance below 90 percent	0	37	29	22	26	22	27	0	0	0	0	0	0	163
One or more suspensions	0	2	8	3	12	5	4	0	0	0	0	0	0	34
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	0	19	19	32	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	16	18	27	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	3	16	19	19	32	0	0	0	0	0	0	89

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	1	0	1	15	12	16	0	0	0	0	0	0	45

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	1	10	5	6	15	12	19	0	0	0	0	0	0	68
Students retained two or more times	0	0	0	1	1	0	1	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/21/2022

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	78	83	82	84	92	82	80	0	0	0	0	0	0	581
Attendance below 90 percent	0	0	1	2	3	4	13	0	0	0	0	0	0	23
One or more suspensions	0	0	1	2	2	4	11	0	0	0	0	0	0	20
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	2	22	36	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	33	43	0	0	0	0	0	0	78
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	1	2	3	4	13	0	0	0	0	0	0	23

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	0	0	0	0	0	0	0	0	0	0	0	0	
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	87	92	82	80	74	74	85	0	0	0	0	0	0	574
Attendance below 90 percent	37	29	22	26	22	27	30	0	0	0	0	0	0	193
One or more suspensions	2	8	3	12	5	4	16	0	0	0	0	0	0	50
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	28	21	32	28	0	0	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	33	43	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	0	0	28	21	32	28	0	0	0	0	0	0	109

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	1	15	12	16	21	0	0	0	0	0	0	65

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	0	0	0	0	0	0	0	0	0	0	0	0	
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	45%	63%	56%				34%	65%	57%
ELA Learning Gains	56%						47%	62%	58%
ELA Lowest 25th Percentile	43%						50%	54%	53%
Math Achievement	52%	51%	50%				39%	70%	63%
Math Learning Gains	63%						32%	66%	62%
Math Lowest 25th Percentile	50%						28%	56%	51%
Science Achievement	31%	69%	59%				31%	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	34%	68%	-34%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	29%	64%	-35%	58%	-29%
Cohort Comparison		-34%				
05	2022					
	2019	37%	62%	-25%	56%	-19%
Cohort Comparison		-29%				
06	2022					
	2019	38%	64%	-26%	54%	-16%
Cohort Comparison		-37%				

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	53%	71%	-18%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	46%	69%	-23%	64%	-18%
Cohort Comparison		-53%				
05	2022					
	2019	32%	64%	-32%	60%	-28%
Cohort Comparison		-46%				
06	2022					
	2019	28%	70%	-42%	55%	-27%
Cohort Comparison		-32%				

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	31%	63%	-32%	53%	-22%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-31%				

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	20	46	43	26	52	46	14				
ELL	24	50	36	24	64						
BLK	33	54	44	37	60	53	25				
HSP	35	55	38	38	67	55	18				
MUL	69	83		77	83						
WHT	51	54	40	60	62	47	37				
FRL	41	54	38	48	59	42	28				

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	18	49	50	22	36	30	41				
ELL	33			20							
BLK	27	55		22	34	38	22				
HSP	39	53		34	24						
MUL	46			42							
WHT	44	53	60	50	43	22	62				
FRL	42	59	58	40	41	32	52				

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	18	48	64	18	26	34	19				
ELL	29	57		41	50						
BLK	22	46	50	22	29	40					
HSP	39	62		50	45		29				
MUL	15			42	60						
WHT	37	46	52	41	29	21	40				
FRL	30	46	50	35	30	27	23				

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)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41

Hispanic Students	
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	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
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	44
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?

The lowest performance area overall was 5th grade science which dropped from 47% proficiency to 31% proficiency on the 2021-22 5th grade science FSA and in reading lowest performing quartile dropped from 51% proficiency to 43% proficiency on the reading FSA in 2021-22. Digging deeper revealed that it was the fifth grade cohort that likely contributed the most in this observation. Such finding are attributed to a mid year teacher change in a self-contained classroom, and not effectively engaging personalized learning plans for each student. Small group instruction was limited even though opportunities were available.

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

Science proficiency showed the greatest decline. Fifth grade reading proficiency declined and is 20 points below the district average and 12 points below the state average. This is attributed to the mid year teacher change inthe self contained classroom and the number of students reading below grade level in 5th grade.

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

The major contributing factor to the decline is the inconsistency in the classroom and the amount of students below grade level in reading. Fifth grade has been reconfigured and now has a senior teacher leading the grade level to make sure there is consistent on-grade level instruction in each room. Students have been targeted in fifth grade to receive interventions as needed. Fifth grade will be targeted for reading interventions and will participate in the science academy on Saturdays.

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

Math gains moved from 38% proficiency to 63% proficiency on the 2021-22 FSA. This increase can be attributed to the fidelity of instruction going on across all grade levels.

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

Teachers participated in common planning to make sure their instruction was matching the standard. Targeted students participated in after school tutoring, which was provided by the classroom teacher.

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

Using Lexia students are able to work on their instructional level. Students also have access to Achieve 3000 which provides above grade level work for students. CEB also has a full-time gifted teacher for students who qualify for this program.

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 have received intensive training on Lexia on how to use the program and on how to use the data for small group instruction. Beginning teachers are receiving intensive support from the cadre from the district. The science coach and reading coach will also provide training on aligning science and reading strategies.

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

Teachers are receiving professional development on the BEST standards in both ELA and Math. Teachers are also receiving ELL instruction on the Imagine Learning for ELL students, this will help teachers to pull data so the ESOL para can give small group instruction.

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 Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we provide quality science instruction by aligning lessons to the Florida Standards at the appropriate level on complexity then student achievement will improve. We will have ongoing PLC's focused on data, instructional planning and student evidence of learning. We will develop an ongoing feedback loop between leadership and teachers, teachers and academic coaches, student and teachers, student and student.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase science proficiency by 9 points (40%) on the 5th grade FSA Science, with a focus on fair games standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science Coach supporting academic planning/PLC for unpacking the standards, lesson planning and vertical awareness, teachers will attend 90% of the sessions as documented by sign in sheets. The science coach will provide instructional modeling with coaching cycles, targeted feedback. The coach will model at least 10 lesson per semester with documentation. The coach will be monitoring the nature of science instruction with a formative assessment mid-year and end of year.
Person responsible for monitoring outcome:	Sheree Cagle (sheree.cagle@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Science coach will focus on the area of science, he will work one on one with teachers, complete coaching cycles and collaborate and plan with teachers to make sure instruction is aligned to the standards. He will develop a plan with the teachers to make sure the fair game standards are taught. He will also have a schedule so all grade level have a chance to go to the science lab, making sure all students have hands on experiences. The science coach working with the reading coach will implement teaching reading strategies through science.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	High quality professional development to teachers is among the most important and long standing challenges facing school. Investing in on the job training offering side by side teaching and planning with high quality instructional coaches will develop high performing teachers. This will help teachers with the daily challenges. https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal

**selecting this
strategy.**

Science coach will continue developing the science lab and implement a Science Academy on Saturday. The academy will focus on students who are near proficiency and will cover all fair game standards.

Person Responsible	Sheree Cagle (sheree.cagle@myoneclay.net)

Science coach will monitor the use of Penda blended learning platform in science, updating monthly students growth.

Person Responsible	Sheree Cagle (sheree.cagle@myoneclay.net)

Science coach will teacher side by side with teachers both in the classroom and the science lab, ensuring instruction is standards based.

Person Responsible	Sheree Cagle (sheree.cagle@myoneclay.net)

#2. 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.	Charles E Bennett Elementary did not make gains in the ELL sub group and made a small gain in the SWD sub group in reading. The ELL sub group continues to grow at CEB and need to be an area of focus and we will continue to target the SWD sub group. The use of data driven small group instruction that is aligned to the BEST standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on 2022 FSA data, we have an opportunity for growth in Reading lowest preforming quartile gains. By using the strategies and action plan described below, we will increase our overall proficiency in Reading Lowest quartile from 43% to 48% by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will be using the reading curriculum adopted by the district along with Lexia Core 5 and Achieve 3000. Teachers will work along with the reading coach to implement the program with fidelity and make sure lessons align with the BEST standards. The reading interventionist along with the ESE teachers and ELL paraprofessional will work with students in sub groups. Blended learning data will be monitored monthly by the reading coach and assistant principal to make sure we see growth. The FAST data on all grade levels will be monitored after each administration.
Person responsible for monitoring outcome:	Christina Hiers (christina.hiers@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The reading coach will work one on one with teachers, complete coaching cycles and collaboratively plan with teachers. They will focus on explicit and systematic phonological awareness, phonemic awareness, vocabulary, comprehension strategies. The teachers and coach will plan for frequent formative evaluations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	High quality professional development to teachers is among the most important and long standing challenges facing school. Investing in on the job training offering side by side teaching and planning with high quality instructional coaches will develop high performing teachers. This will help teachers with the daily challenges. Teachers working together to write common formative assessments will ensure we have standards based assessment throughout each grade level.

**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.

Teachers will implement with fidelity core reading instruction and small group data driven instruction utilizing district approved resources.

**Person
Responsible**   Christina Hiers (christina.hiers@myoneclay.net)

The district allocated 1 additional second grade teacher to lower the class size in primary. We also used one allocation for a reading interventionist to target the LPQ students that are not Ell or SWD.

**Person
Responsible**   Sheree Cagle (sheree.cagle@myoneclay.net)

ELL paraprofessional to support ELL small group instruction using Imagination Learning. Teachers will progress monitor students growth and provide support for small group instruction.

**Person
Responsible**   Christina Hiers (christina.hiers@myoneclay.net)

Data driven small group instruction by classroom teacher with assistance of paraprofessionals utilizing district approved resources.

**Person
Responsible**   Christina Hiers (christina.hiers@myoneclay.net)

Students will use Chromebooks and related technology supplies to utilize Lexia Core 5 and Achieve 3000 for frequent formative evaluations.

**Person
Responsible**   Christina Hiers (christina.hiers@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.**	Student daily average attendance decreased to 78%. The assistant principal, guidance counselor and district social worker will work together to identify students with attendance issue early in the school year. Student success team will meet as needed to discuss attendance issues.
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 described below, we will increase our overall. Attendance from 78.00% to 91.00% by the end of the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The guidance counselor working with the Social worker will create a weekly spreadsheet to monitor students attendance. We will focus on students missing more than 5 days. The District Social Worker will make home visits as needed for attendance and social issues, she will have documentation of visits.
Person responsible for monitoring outcome:	Christina Hiers (christina.hiers@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will make sure we are providing a safe learning environment and making sure students have positive relationships with other students and adults. Positive expectations will be taught throughout the school day for each transition. Student will get positive rewards for positive behavior and academic success through the school store. Provide parents with the resource they need to support their child at home. We have available at school the Parent Resource Room, a food pantry and the August Savage Closet-helping make sure students are fed and clothed and parent have to resources to support learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If students have a positive and safe learning environment they are more likely to attend school on a regularly. But providing community resources parents will have the resources they need to help their child be successful in school. A Change in Frame: From Absenteeism to Attendance--School attendance is important for student long-term academic and career success. However, in the U.S., our current practice often disenfranchises more at-risk students than it helps. It explains engaging parents help to keep the students in school and engaged. https://www.frontiersin.org/articles/10.3389/feduc.2019.00161/full

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.	

Incorporate District Monthly 7 mindset lessons and life skill connections in classroom instruction and on the morning announcements. Resource teachers will also teach a 7 mindset lesson weekly.

Person Responsible	Sheree Cagle (sheree.cagle@myoneclay.net)

School Counselor, Social worker and BMT teachers will work with parents to provide strategies to assist those in need of community resources. They will make available the resources that we currently have at school first.

Person Responsible   Sheree Cagle (sheree.cagle@myoneclay.net)

ISS parapro will monitor students and provide a calming environment to remain at school, redirect behavior, and return to class.

Person Responsible   Christina Hiers (christina.hiers@myoneclay.net)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	CEB has two identified ESSA groups below 41% proficiency on the FSA. Students with disabilities are currently at 35% proficiency and English Language Learners are currently at 37% proficiency on the FSA testing. The amount of students in each sub-group continue to grow.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	CEB has two identified ESSA sub groups below 41%. Students with disabilities during the 2021-22 school year were at 35% proficient on the FSA, our goal is to have SWD students at 45% on the FAST PMA3 for the 2022-23 school year. English Language Learners during the 2021-22 school year performed at 37% proficiency on the FSA, our goal is to ELL students at 45% for the 2022-23 school year on the FSA PMA3. In addition to FSA/FAST results, school leaders will have an additional focus on the ACCESS test results for Language Proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELL students will use Imagine Learning within the regular classroom and the ELL para will pull groups according to the Imagine Learning data and specific student needs. Administration will monitor data monthly to make sure Imagine learning is being use and small groups are on-going. We will have quarterly data chat to discuss progress with teachers. SWD students will have small group data driven instruction provided by the ESE teachers, they will carefully monitor Lexia, Achieve 3000 and iReady math, to make sure students have remediation as well as on grade level instruction.
Person responsible for monitoring outcome:	Christina Hiers (christina.hiers@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	SWD students will receive small group instruction with implementing concentrated instruction that is focused on a small but targeted set of reading and math skills. ELL students will receive small group instruction based on lessons from Imagine Learning to help with language proficiency.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students that are learning in a small group have the opportunity to have targeted skills and standards based instruction. Teachers and paraprofessionals can pulled from blended learning platforms (iReady math,Lexia and Imagine Learning) targeted lessons to meet students needs.

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.

Professional development for all teachers of ELL on Imagine Learning and ELL strategies. Teachers will learning about Imagine Learning and have a plan for implementation. They will develop strategies to work with the paraprofessional for open communication and have lessons reflect what is taught in the

classroom. Paraprofessionals schedule will also be revised to ensure students are not pulled out of core instruction.

Person Responsible   Sheree Cagle (sheree.cagle@myoneclay.net)

ESE teachers will work collaboratively through common planning to make a plan for instruction of all ESE students, they will confirm each child has aligned services. They will meet with the ESE Curriculum Specialists on a regular bases to get updated on ESE changes. ESE teachers will attend common planning with the grade level the provide services for along with ESE meeting.

Person Responsible   Christina Hiers (christina.hiers@myoneclay.net)

New teachers of ESE students will meet with the district cadre' for new teachers to make sure her instruction and IEP's are aligned.

Person Responsible   Christina Hiers (christina.hiers@myoneclay.net)

ESE teachers will work in conjunction with the classroom teacher to make sure students are receiving all accommodations and modifications need to make sure the student is successful.

Person Responsible   Christina Hiers (christina.hiers@myoneclay.net)

ESE teachers will push into the classroom to provide data driven small groups at least 3 days per week. Teachers will use approved materials for small groups.

Person Responsible   Christina Hiers (christina.hiers@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

In the end of the year diagnostic for iReady Reading:
Kindergarten 8% of students were below grade level in reading
First Grade-56% of students were below grade level in reading
Second Grade-36% of students were below grade level in reading,

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

2022 statewide assessment data indicated 55% of our students scored below a 3.
3rd grade 58% scored below a level 3 on the statewide assessment,
4th 43%-scored below a level 3 on the statewide assessment,
5th grade-71% scored below 71% on the statewide assessment,
Identified students who scored a level one will participate in small group Standards Mastery instruction.

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)

In grade K-2 all student students will move from the current level of 20% proficient on PMA1 to 50% of our students will be proficient on PMA3 of the FAST Assessment..

Grades 3-5: Measureable Outcome(s)

Third-fifth grade students will move from 45% proficiency on the FSA Assessment to 50% proficient on PMA3 of the FAST assessment. In sixth grade students will need to move for 29% proficient on last year's FSA to 50% on the FAST assessment.

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.

Ongoing progress monitoring will take place using the FAST data, Lexia Core 5 and Achieve 3000, all data sources will be used triangulate the data to get a clear picture of students achievement level. Teachers and administration meet quarterly to review all data points. Teachers meet with parents twice during the school year to review student data and provide strategies to help at home. At the end of the year evaluating the FAST data to determine if the curriculum and interventions used were effective.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Cagle, Sheree, sheree.cagle@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?

All programs being used have been identified as evidence based by the district reading department they have thoroughly researched all district adopted curriculum and programs and aligned provided resources with the district K-12 Comprehensive based learning plan. Evidence based programs are aligned with the BEST standards. Teachers will continue to implement Lexia Core 5 to continue helping remediate the building blocks of reading. Teachers will also use Hegerty for Phonemic Awareness and Phonic for Reading for Phonic skills. Teachers will be provided training for LIPPS to implement as needed.
Kindergarten and First-Savaas, Heggarty, Kids Lipps, Phonics to Reading, Lexia Core 5
Second and Third-Savaas, Heggarty, Phonics to Reading, Lexia Core 5
Fourth and Fifth-Savaas, Heggarty Bridge the Gap, Lexia Core 5, Standards Mastery for level 1 students
Sixth-Savaas, Heggarty Bridge the Gap, Lexia Power Up

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?

All grade levels use the core reading series:
Kindergarten and First- Heggarty, Kids Lipps, Phonics to Reading, Lexia Core 5
Second and Third- Heggarty, Phonics to Reading, Lexia Core 5
Fourth and Fifth- Heggarty Bridge the Gap, Lexia Core 5, Standards Mastery for level 1 students
Sixth- Heggarty Bridge the Gap, Lexia Power Up

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading:
• Systematic and structured approach to six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension.

Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction:
• Phonological awareness only refers to what can be done orally at both the sound and syllabic level.

Systematic, Phonics instruction:
• Phonics refers to the relationship between graphemes and phonemes.

Explicit Comprehension Strategy Instruction (Before, During, After):
• Activate Prior Knowledge
• Question Generation

• Monitor Comprehension

Explicit fluency instruction
• Accuracy

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
A literacy leadership team has been formed to ensure the core reading series is being implemented with fidelity. This will make sure that strong tier 1 instruction is provided for all students.	Cagle, Sheree, sheree.cagle@myoneclay.net
The reading coach will provide in classroom support for teachers in the implementation of the ELA block. She will provide professional development and side by side coaching. She will meet with ELA teachers on a bi-weekly basis to planning and align the work to the BEST standards.	Cagle, Sheree, sheree.cagle@myoneclay.net
The reading interventionist will provide small group instruction to students identified in the lowest performing quartile. She will use an evidence based program to provide intensive interventions.	Hiers, Christina, christina.hiers@myoneclay.net
Common Assessments will be used by each grade level.Grade levels are giving the weekly assessments in the core reading series. This data will be monitored monthly and discussed at PLC.	Graham, Inga, inga.graham@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.

The positive school culture is built by believing and living our mission and vision statement. Charles E Bennett Elementary shares a single vision for the benefit of all students and families of the Green Cove Spring Community. We have embraced the positive culture for teachers and student through the 7 Mindsets. We are building a culture of resilience with our teachers and students to never give up and always keep going. We provide in school counseling for students that have experienced trauma with Rivers Edge. We have a food pantry and send home meals weekly with identified students. We will work with parents to make sure attendance is encouraged and parents are given all the resources necessary for students to attend regularly. We communicate with parents and community often through social media, parent newsletters, parent link and weekly communication folders. We recognize our students and staff for the amazing things that they do every day both academically and behaviorally. We are working in improving our image in the community showing that what a wonderful school Charles E Bennett Elementary is again!

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

Charles E Bennett will have 3 SAC meetings per year with an organization meeting meeting at the beginning of the year. The meetings will be held after school during the 22-23 school year.
We also have the August Savage Culture Society who provides a clothing closet for students in need. We have the Magnolia Woman's Club that provides meals to students in need and help with the food closet.