

Clay County Schools

Charles E. Bennett Elementary School



2018-19 School Improvement Plan

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Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

<http://ceb.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	34%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	D	C	C	D*

School Board Approval

This plan was approved by the Clay County School Board on 4/4/2019.

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

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

Name	Title
Lawson, Sarah	Principal
Farwell, Kimberly	Instructional Coach
Frazier, Karen	Assistant Principal
Gonzalez, Julie	Instructional Coach
Leary, Kevin	Instructional Coach
Metcalfe, Stacy	Instructional Coach
Comer, Terri	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets regularly to discuss, design, and implement the goals outlined in the School Improvement Plan.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	18	14	12	11	13	17	0	0	0	0	0	0	0	85
One or more suspensions	4	7	8	6	9	20	41	0	0	0	0	0	0	95
Course failure in ELA or Math	0	0	0	1	2	12	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	38	43	57	53	0	0	0	0	0	0	191

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	0	2	3	12	15	0	0	0	0	0	0	34

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	4	0	2	2	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	1	0	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Friday 8/31/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	1	3	1	7	18	17	0	0	0	0	0	0	49
One or more suspensions	0	1	3	1	1	7	12	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	7	14	12	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	3	7	0	18	17	0	0	0	0	0	0	48

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	1	3	1	7	18	17	0	0	0	0	0	0	49
One or more suspensions	0	1	3	1	1	7	12	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	7	14	12	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	3	7	0	18	17	0	0	0	0	0	0	48

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Achievement is the data component that performed the lowest. This is a trend for the last three years.

Which data component showed the greatest decline from prior year?

Math Gains showed the greatest decline from the prior year.

Which data component had the biggest gap when compared to the state average?

Science Achievement had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

The ELA Learning Gains component had a 2% increase from the year prior. This was the component that showed the most improvement. This has been a trend over the past three years.

Describe the actions or changes that led to the improvement in this area

The implementation of small group, differentiated instruction led to the improvement in this area.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	63%	56%	37%	62%	55%
ELA Learning Gains	50%	59%	55%	48%	61%	57%
ELA Lowest 25th Percentile	44%	50%	48%	48%	54%	52%
Math Achievement	40%	69%	62%	48%	64%	61%
Math Learning Gains	41%	68%	59%	56%	60%	61%
Math Lowest 25th Percentile	30%	56%	47%	37%	52%	51%
Science Achievement	28%	66%	55%	34%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	18 (2)	14 (1)	12 (3)	11 (1)	13 (7)	17 (18)	0 (17)	85 (49)
One or more suspensions	4 (0)	7 (1)	8 (3)	6 (1)	9 (1)	20 (7)	41 (12)	95 (25)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	12 (0)	0 (1)	15 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	38 (0)	43 (7)	57 (14)	53 (12)	191 (33)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	68%	-28%	57%	-17%
	2017	49%	70%	-21%	58%	-9%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	34%	62%	-28%	56%	-22%
	2017	31%	61%	-30%	56%	-25%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
Cohort Comparison		-15%				
05	2018	31%	59%	-28%	55%	-24%
	2017	27%	59%	-32%	53%	-26%
Same Grade Comparison		4%				
Cohort Comparison		0%				
06	2018	33%	63%	-30%	52%	-19%
	2017	47%	61%	-14%	52%	-5%
Same Grade Comparison		-14%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	70%	-26%	62%	-18%
	2017	52%	67%	-15%	62%	-10%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	45%	66%	-21%	62%	-17%
	2017	43%	65%	-22%	64%	-21%
Same Grade Comparison		2%				
Cohort Comparison		-7%				
05	2018	41%	65%	-24%	61%	-20%
	2017	48%	58%	-10%	57%	-9%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
06	2018	30%	68%	-38%	52%	-22%
	2017	53%	66%	-13%	51%	2%
Same Grade Comparison		-23%				
Cohort Comparison		-18%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	40	52	40	44	42	32	30				
BLK	20	45	52	23	37	31					
HSP	32	48		51	50						
MUL	18			33							
SWD	13	40	47	19	33	27	12				
FRL	31	46	43	37	37	24	21				
ELL	20	45		27	33						

2017 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 2015-16	C & C Accel 2015-16
WHT	42	48	38	54	58	38	41				
BLK	15	42	54	24	44	35	10				
HSP	41	52		57	65						
MUL	45			55							
SWD	17	37	43	25	45	35	20				
FRL	30	45	47	41	48	35	24				
ELL	22	31		33	46						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academic Achievement and Gains (ELA/Math/Science)
Rationale	If we increase teachers' knowledge of high-yield instructional strategies through targeted and intentional coaching, then teachers' expectations for their students will increase, and student outcomes will improve.
Intended Outcome	<p>*Students' iReady Math and Reading scores will steadily improve on growth monitoring checks administered throughout the school year and diagnostics two and three.</p> <p>*Students' Science, Performance Matters scores will improve on assessments two and three.</p> <p>*Students' Achieve 3000, Lexile scores will increase on the second and third Level Set.</p>
Point Person	Sarah Lawson (sarah.lawson@myoneclay.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Supported planning/PLC (coaches/administration) <ul style="list-style-type: none"> -focus on standards- planning/implementation -item specifications/ALD -vertical awareness of previous and next grade level standards 2. Modeling lessons- side by side coaching with feedback (coaches/administration) 3. Plan for follow up to all PD (Karen Frazier) 4. Identify teachers that may need more support/training (coaches/administration) 5. Be intentional with how resources connect (coaches/administration/teachers) 6. Establish ELA/Math/Science block expectations and non-negotiables based on the Weekly Overview (Karen Frazier) 7. Identify model classrooms (Sarah Lawson/coaches)
Person Responsible	Sarah Lawson (sarah.lawson@myoneclay.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Supported planning/PLC (coaches/administration) <ul style="list-style-type: none"> -focus on standards- planning/implementation -item specifications/ALD -vertical awareness of previous and next grade level standards 2. Modeling lessons- side by side coaching with feedback (coaches/administration) 3. Plan for follow up to all PD (Karen Frazier) 4. Identify teachers that may need more support/training (coaches/administration) 5. Be intentional with how resources connect (coaches/administration/teachers) 6. Establish ELA/Math/Science block expectations and non-negotiables based on the Weekly Overview (Karen Frazier) 7. Identify model classrooms (Sarah Lawson/coaches)
Person Responsible	Sarah Lawson (sarah.lawson@myoneclay.net)

Activity #2

Title	Culture
Rationale	If all stakeholders continually model and reinforce the Guidelines for Success and acknowledge and celebrate students progress regularly, then a culture will develop that promotes high expectations, both behavioral and academic, for all students.
Intended Outcome	There will be a reduction in the number of discipline referrals. Students will be more successful on their MTSS Tier 2 and Tier 3 plans. Classroom observations will include SEL noticings.
Point Person	Sarah Lawson (sarah.lawson@myoneclay.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Revisit the Guidelines for Success during monthly social event (Sarah Lawson/Foundations Team) 2. Establish and communicate expectations of Guidelines for Success in The Bees Knees (weekly newsletter) and during monthly social event (Sarah Lawson) 3. Celebrations within newsletter and daily announcements (Nancy Snow) 4. Establish news crew (Nancy Snow) 5. Weekly communication by behavior management teachers to include mindfulness and awards for character traits (behavior managements teachers/Karen Frazier) 6. Staff spotlight in weekly newsletter/social media platforms for staff and parents (Sarah Lawson) 7. Team highlight with picture, data to support, and celebration in the weekly newsletter to staff (Resource) 8. Resource team takes lead on Dojo (Karen Frazier-monitor) 9. Poster for lunchroom (Resource) 10. Resource plans/executes character trait celebrations (Resource/Foundations) 11. SEDNET training (Dina Siebert/Karen Frazier) 12. Behavior resource teachers model use of Guidelines for Success through coaching cycle as teachers are identified (Sarah Lawson/Karen Frazier) 13. Book of the month that supports character trait (Foundations) 14. Develop a tracking system to use during regular leadership meetings (twice a month) to analyze/problem solve around data (Leadership Team)
Person Responsible	Sarah Lawson (sarah.lawson@myoneclay.net)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Revisit the Guidelines for Success during monthly social event (Sarah Lawson/Foundations Team) 2. Establish and communicate expectations of Guidelines for Success in The Bees Knees (weekly newsletter) and during monthly social event (Sarah Lawson) 3. Celebrations within newsletter and daily announcements (Nancy Snow) 4. Establish news crew (Nancy Snow) 4. Establish news crew (Nancy Snow) 5. Weekly communication by behavior management teachers to include mindfulness and awards for character traits (behavior managements
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- teachers/Karen Frazier)
6. Staff spotlight in weekly newsletter/social media platforms for staff and parents (Sarah Lawson)
 7. Team highlight with picture, data to support, and celebration in the weekly newsletter to staff (Resource)
 8. Resource team takes lead on Dojo (Karen Frazier-monitor)
 9. Poster for lunchroom (Resource)
 10. Resource plans/executes character trait celebrations (Resource/Foundations)
 11. SEDNET training (Dina Siebert/Karen Frazier)
 12. Behavior resource teachers model use of Guidelines for Success through coaching cycle as teachers are identified (Sarah Lawson/Karen Frazier)
 13. Book of the month that supports character trait (Foundations)
 14. Develop a tracking system to use during regular leadership meetings (twice a month) to analyze/problem solve around data (Leadership Team)

Person Responsible Sarah Lawson (sarah.lawson@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

See Parent Involvement Plan

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance counselors are readily available to meet with students regarding social-emotional needs. In addition, Teacher, student and parental input is given on a daily basis to support the student. Clay Behavioral is available for students that qualify for counseling services. The ELA curriculum, Making Meaning and Being a Writer, builds social skills into lessons to support student interactions with one another. Teachers work to incorporate the Social Emotional Learning Competencies in all content areas.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Two area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring

of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These “getting ready” activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In the summer, prior to the new school year starting, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day. Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students. If students need further information our guidance counselors will provide information as needed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All K-6 students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title I: Charles E. Bennett Elementary offers intensive academic classes to all students who are performing below grade level. Outside the regular scheduled school day, tutoring services are provided to ensure students requiring additional remediation are assisted.

Title I, Part C Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instruction strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Social Worker provides resources (clothing, tutoring, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI: SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to Level 2 students.

Violence Prevention Programs: CEB's PRIDE Guidelines are used to implement positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To ensure safety within the cafeteria they have implemented additional guidelines that are posted up at all times.

Nutritional Program: CEB allows all students access to breakfast and lunch through the Community Eligibility Program (CEP), which is a federally funded program based on various community indicators. Charles E. Bennett Elementary is a 100% CEP provider. In addition, through federal funding Charles E. Bennett offers a summer feeding program. This program allows any person to the age of 18 to eat breakfast and lunch free of charge.

Head Start: A Head Start program is offered in Green Cove Springs. Students entering from this program are well prepared for kindergarten and beyond.

Adult Education: Parents are invited to participate in all classes offered under the district's Adult Education Program.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students. If students need further information our guidance counselors will provide information as needed.

Professional Motivational Speaker Jeremy Anderson was invited to our campus and spoke to our students about how their current situation is not your conclusion. Jeremy Anderson is a leading expert, author, and one of the premier motivational speakers in the educational arena. Jeremy has made it his life's work to help students and teachers become the best version of themselves.

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Part V: Budget

Total:	\$297,804.80
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