Chet's Creek Elementary School

2021-22 Schoolwide Improvement Plan

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Chet's Creek Elementary School

13200 CHETS CREEK BLVD, Jacksonville, FL 32224

http://www.duvalschools.org/cce

Demographics

Principal: Susan Phillips T

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (72%) 2017-18: A (73%) 2016-17: A (76%) 2015-16: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Chets Creek Elementary School is a standards-based learning community committed to preparing students for success in a competitive, interdependent and global workplace.

Provide the school's vision statement.

We envision Chets Creek Elementary as a standards-based learning community where internationally

Name	Title	Job Duties and Responsibilities
Phillips, Susan	Principal	• Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of instructional skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation of aligned standards, instruction and curriculum and assessment; and communicates with parents regarding school-based plans and activities • Develops, leads, and evaluates school core content standards/programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
Heybruch, Peggy Sue	Assistant Principal	Supports school wide work in aligning standards with instruction, curriculum tools, and assessment. Provides leadership as the Chair for Science Leadership Council. Implements testing program and manages all data collection systems. Analyzes school data to identify areas of support for teachers and students. Assists with monitoring classroom instruction and providing feedback for improvement to teachers. Develops, leads, and evaluates school core content standards/programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school

Name	Title	Job Duties and Responsibilities
		screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
Conte, Elizabeth	Teacher, ESE	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; administers program support for ESOL and directs 504 plan management, conducts social skills groups. Provides leadership as the Co-Chairs for MTSS Leadership Council. Acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to schools; provides direct intervention services to an identifies groups of students for action research, tracks students progress and collaborates with leadership in using data to make decisions and interventions and strategies that support MTSS.
Nelson, Kathryn	Guidance Counselor	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; administers program support for ESOL and directs 504 plan management, conducts social skills groups. Provides leadership as the Co-Chairs for MTSS Leadership Council. Acts as liaison for implementation

Name	Title	Job Duties and Responsibilities	
			of MTSS at the school level; receives ongoing MTSS training and delivers information to schools; provides direct intervention services to an identifies groups of students for action research, tracks students progress and collaborates with leadership in using data to make decisions and interventions and strategies that support MTSS.
Holtsman, Melanie	Instructional Coach		Designs and implements professional development opportunities for lead content teachers in ELA. Provides individual and team coaching to teachers in the classroom and by providing demonstration lessons. Leads professional book studies for teachers. Develops, leads, and evaluates school core content standards/programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Demographic Information

Principal start date
Thursday 7/29/2021, Susan Phillips T

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.

13

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school
1,135

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	201	188	194	203	204	190	0	0	0	0	0	0	0	1180
Attendance below 90 percent	32	29	33	25	36	32	0	0	0	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	4	11	2	2	8	0	0	0	0	0	0	0	35
Course failure in Math	6	7	4	2	4	6	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	20	43	54	31	45	0	0	0	0	0	0	0	0	193

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	8	4	11	2	2	8	0	0	0	0	0	0	0	35
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 7/29/2021

2020-21 - As Reported

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	193	181	203	218	219	187	0	0	0	0	0	0	0	1201
Attendance below 90 percent	0	42	39	40	35	29	0	0	0	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	1	3	0	0	1	0	0	0	0	0	0	0	6
Course failure in Math	1	1	2	0	0	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	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	1	21	40	39	19	0	0	0	0	0	0	0	120

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	2	3	0	0	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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
03	2021					
	2019	82%	51%	31%	58%	24%
Cohort Comparison						
04	2021					
	2019	82%	52%	30%	58%	24%
Cohort Comparison		-82%				
05	2021					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	72%	50%	22%	56%	16%
Cohort Comparison		-82%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	85%	61%	24%	62%	23%
Cohort Comparison						
04	2021					
	2019	86%	64%	22%	64%	22%
Cohort Comparison		-85%				
05	2021					
	2019	80%	57%	23%	60%	20%
Cohort Comparison		-86%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	70%	49%	21%	53%	17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

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Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

	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
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	55	58	58	62	57	46	35				
ELL	58	65	68	74	71	63	40				
ASN	81	72		94	92		100				
BLK	82	66	67	82	79	75	60				
HSP	68	59	58	77	71	58	53				
MUL	83	59		91	77		83				
WHT	89	74	76	89	76	53	80				
FRL	71	63	66	76	69	56	56				

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
SWD	59	50	50	65	55	52	39				
ELL	64	73	83	84	75	88	42				
ASN	97	79		100	71		90				
BLK	62	42		76	58	58	50				
HSP	72	70	69	84	72	82	58				
MUL	80	40		89	80		60				
WHT	85	62	61	90	75	66	86				
FRL	71	56	56	79	65	64	60				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	73
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	63
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	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

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What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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

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What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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

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

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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.

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

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Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on previous data, teachers must identify and continuously assess student performance and strategically plan for all students to make a year's worth of growth. If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities through whole group, small group and individualized instruction for all students, then student achievement will improve and they will make a year's worth of learning growth.
Measureable Outcome:	69% of all students will make learning gains in reading. 77% of all students will make learning gains in math. 68% of students identified in the lowest performing quartile will make learning gains in reading. 61% of students identified in the lowest performing quartile will make learning gains in math.
Monitoring:	1. Implement teacher meetings during common planning. 2. Upload grade level FSA aligned common assessments into Unify so that item analysis is available for teacher use. 3. Provide training on the use of Unify to monitor student performance. 4. Implement quarterly data reviews with teachers to determine shifts needed in core and/or tiered instruction for students. 5. Administer district quarterly PMAs and analyze data to inform instruction. 6. Schedule common planning meetings devoted to reviewing student work samples from common assignments. 7. Develop/Use established rubrics for evaluating student samples compared to grade level standard expectations. 8. Showcase student work samples on classroom display boards and content focus board walks.
Person responsible for monitoring outcome:	Susan Phillips (phillipss4@duvalschools.org)
Evidence-based Strategy:	Improve teacher knowledge of how to target appropriate instruction / next steps for all students, using data available to them, during common planning sessions.
Rationale for Evidence-based Strategy:	Teachers must be able to identify and use data to inform student conferences, tiered intervention and to provide differentiated small group and center experiences.
Action Steps to Implement	

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our second area of focus is in the area of Culture and Environment and includes a unified, consistent school wide behavior plan that is equitable and strategic in meeting the needs of all students and supporting all students in meeting behavioral expectations in all parts of their school day. If faculty and staff use the school wide behavior plan with fidelity throughout the day, students will have a unified set of expectations and behavior incidents will decrease, maximizing opportunities for academic learning.
Measureable Outcome:	Decrease the number of student discipline referrals that lead to missing class instruction by 10%.
Monitoring:	1. Train the teachers on the expectations rubric with language aligned with the Guidelines for Success that outlines expectations in all areas of the school and the school day. 2. Communicate the Expectations in a clear and consistent manner to faculty, staff, students and families so that all stakeholders are aware of the expectations. 3. Guidelines for Success posted in classrooms, hallways and common areas. 4. Utilize Calm Classroom as a way to encourage students to deescalate their own behavior. 5. PBIS and FOCUS Team meet regularly to monitor student behavior data. 6. Behavior Threat Assessment Team meets regularly to identify concerns and identify strategies to address the concerns.
Person responsible for monitoring outcome:	Susan Phillips (phillipss4@duvalschools.org)
Evidence-based Strategy:	Align the language in the behavior management plan so that the guidelines, language used in instruction and on the behavior rubric are aligned throughout the school.
Rationale for Evidence-based Strategy:	Improved teacher consistency in implementing the behavior plan, provides equity for all students and all students remain in the classroom and on task to receive instruction.
Action Steps to Implement	

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Based on 2021 5 Essentials Data Collaborative Practices was identified as a weak area.
Measureable Outcome:	The 2022 5 Essentials data will improve from a score of 34 to 50.
Monitoring:	This area will be monitored through agendas and feedback from Teacher Meetings and PLCs.
Person responsible for monitoring outcome:	Susan Phillips (phillipss4@duvalschools.org)
Evidence-based Strategy:	Techers will observe one another and debrief the lessons.
Rationale for Evidence-based Strategy:	The two weakest areas in the 5 Essentials Collaborative Practices data related to the opportunity to observe in other teacher's classrooms.

Action Steps to Implement

WOW Days provide for extended professional learning opportunities for teachers and will include a demonstration lesson and debrief.

Person Responsible	Susan Phillips (phillipss4@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Per the SafeSchoolsfor Alex.org website, Chets Creek reported 0.2 incidents per 100 students (incident rate). When compared to all elementary schools statewide, it falls within the "very low" category. Chets Creek ranked #248 out of 1,395 elementary schools statewide and #12/97 elementary schools in the county. When the three categories of incidents of behavior / discipline were analyzed, Violent behaviors was "Low", whereas Property Incidents and Drug/Public Order Incidents were "very low". The low incidents of violent behaviors consisted of two physical attacks out of 1,211 students. Our school will continue to monitor the school culture and

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our school builds a positive school culture by: