**School Name**: John M. Clayton Elementary School **Submission Date**: July 13, 2023

**Principal**: Allisa Booth **School Enrollment**: 481

**School Mission**:

The mission of John M. Clayton Elementary School is to assure that students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens of the State of Delaware, United States and world through a partnership of students, parents, staff, administrators, Board of Education and community.

**School Demographics**

While you can find most of this data on your Delaware Report Card, [***https://reportcard.doe.k12.de.us/***](https://reportcard.doe.k12.de.us/)**,** please keep in mind that data is not available for 2020 due to COVID.

|  |  |
| --- | --- |
| **Ethnic Breakdown** | **Percentage** |
| African-American | 16% |
| Asian-American | 1% |
| Hispanic/Latino | 35% |
| Multi-Racial | 2% |
| Native American | 1% |
| White | 45% |

|  |  |
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| **Subgroup Characteristics** | **Percentage** |
| English Learners | 25% |
| Free and Reduced (Nutrition Services) | 27% |
| Foster Care | N/A |
| Homeless | N/A |
| Migrant | N/A |
| Military Family | 2% |

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| **Student Behavior** | **2021** | **2022** | **2023** |
| Total Number of Referrals | 29 | 137 | 146 |
| Number of Students Receiving ISS | 1 | 7 | 11 |
| Number of Students Receiving OSS | 2 | 12 | 1 |
| Number of Expulsions | 0 | 0 | 0 |
| Number of Documented Police Contacts | 0 | 4 | 13 |

**Part I: Academic Achievement Data**

Please complete the chart by filling in your baseline data from 2021 and 2022, and then provide your 2023 target.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Summative Scores—Percentage of Students who Met or Exceeded Standards**  Elementary and Middle—DeSSA Data; High Schools—PSAT and SAT Data | | | | | | | | | | | | |
| **Grade** | **Reading** | | | **Math** | | | **Science** | | | **Social Studies** | | |
|  | **2022 Actual** | **2023 Actual** | **2024 Target** | **2022 Actual** | **2022 Actual** | **2023 Target** | **2022 Actual** | **2023 Actual** | **2024 Target** | **2022 Actual** | **2023 Actual** | **2024 Target** |
| 3 | 29% | 43% |  | 37% | 46% |  | **N/A** |  |  | **N/A** |  |  |
| 4 | 51% | 38% |  | 44% | 46% |  | **N/A** |  |  | **39%** |  |  |
| 5 | 37% | 47% |  | 27% | 36% |  | **9%** |  |  | **N/A** |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disaggregated Scores—Percentage of Students who Met or Exceeded Standards**  Elementary and Middle—DeSSA Data; High Schools—PSAT and SAT Data | | | | | | | | | | | | | |
| **Subgroup** | **Grade** | **Reading** | | | **Math** | | | **Science** | | | **Social Studies** | | |
|  | | **2022 Actual** | **2023 Actual** | **2024 Target** | **2022 Actual** | **2023 Actual** | **2024 Target** | **2022 Actual** | **2023 Actual** | **2024 Target** | **2022 Actual** | **2023 Actual** | **2024 Target** |
| **Black** | 3 | 27% | 22% | **30%** | 20% | 33% | **35%** | N/A |  |  | N/A |  |  |
| **Black** | 4 | 52% | 14% | **30%** | 42% | 27% | **40%** | N/A |  |  | 47% |  |  |
| **Black** | 5 | 8% | 35% | **25%** | 33% | 50% | **35%** | 0% |  |  | N/A |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **ML** | 3 | 5% | 13% | **25%** | 19% | 19% | **25%** | N/A |  |  | N/A |  |  |
| **ML** | 4 | 21% | 20% | **20%** | 18% | 17% | **25%** | N/A |  |  | 11% |  |  |
| **ML** | 5 | 42% | 10% | **25%** | 10% | 5% | **25%** | 0% |  |  | N/A |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Hispanic** | 3 | 18% | 29% | **35%** | 30% | 32% | **35%** | N/A |  |  | N/A |  |  |
| **Hispanic** | 4 | 36% | 33% | **35%** | 31% | 34% | **35%** | N/A |  |  | 26% |  |  |
| **Hispanic** | 5 | 26% | 43% | **40%** | 18% | 18% | **40%** | 3% |  |  | N/A |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Low Income** | 3 | 15% | 43% | **45%** | 23% | 46% | **50%** | N/A |  |  | N/A |  |  |
| **Low Income** | 4 | 33% | 30% | **50%** | 30% | 32% | **50%** | N/A |  |  | 31% |  |  |
| **Low Income** | 5 | 40% | 36% | **40%** | 20% | 15% | **40%** | 0% |  |  | N/A |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **White** | 3 | 44% | 61% | **65%** | 56% | 63% | **65%** | N/A |  |  | N/A |  |  |
| **White** | 4 | 68% | 53% | **65%** | 59% | 63% | **65%** | N/A |  |  | 47% |  |  |
| **White** | 5 | 58% | 57% | **60%** | 35% | 49% | **65%** | 19% |  |  | N/A |  |  |

**Part II: Other School Data** (i.e. attendance, school climate surveys, etc.)

Please provide charts/graphs of other data the SSP Team used to determine your schoolwide goals and action steps.

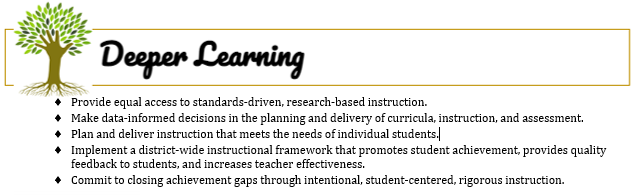
Our Discipline and DESSA Testing data is attached separately in two documents.

**Part III: Data-Driven School Goals and Plan for Improvement**

As a district, we are committed to fulfilling our mission, *to assure that students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens of the State of Delaware, United States and world through a partnership of students, parents, staff, administrators, Board of Education and community.*

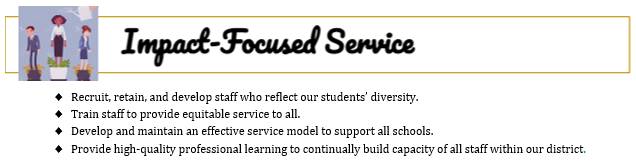
We commit to doing so while *serving as champions of culture and equity by ensuring all students, families, and staff will have adequate tools, training, learning, and experiences needed to be successful in Sussex County, as well as amongst our global and diverse society. We are committed to creating a culturally responsive environment* *that eliminates barriers which impede student and staff success through the development of a diverse workforce, highly effective leadership, continual professional learning, cutting edge technology, and extensive related and wrap-around services. In partnership with families and community* *stakeholders, we will work diligently and collaboratively to promote engagement and inclusivity by practicing effective communication and outreach strategies.*

We work to fulfill our commitments by focusing on the four pillars of our 2022-2027 Strategic Plan:









*Professional Standards for Educational Leaders*, or PSELs, guide us in our work to ensure our practice is productive and beneficial to students; and as a district, we are focusing on the following PSELs to support us in our work:

* **Component 1**: Leadership for Purpose and Improvement **PSEL 10** School Improvement
* **Component 2**: Leadership for Self and Others **PSEL 3** Equity and Cultural Responsiveness
* **Component 3**: Leadership for Student Success **PSEL 4** Curriculum, Instruction, and Assessment
* **Component 4**: Leadership for Learning Community **PSEL 5** Community of Student Care and Support  
   **PSEL 6** Professional Capacity of School Personnel

**PSEL 7** Professional Community for Teachers and Staff

**PSEL 8** Meaningful Engagement of Families and Community

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| --- | --- | --- | --- | --- | --- | --- |
| **Your School’s Data-Based Goals for 2023-2024** | **Root Cause/Data Driving this Goal** | **Major Action Steps and Activities to Address Goal** | **Identify the Aligning Strategic Plan Goal(s)** | **Identify Specific Leadership Actions that will Evidence Progress towards State Appraisal Component(s) and PSEL(s)**  *(Use numbers to indicate Component and PSEL. For example, 1.10 for Component 1 PSEL10)* | **If Applicable and Permissible, which Federal Funding will You Use to Support this Work?** | **CHECKPOINT;**  **Are Aligned Item(s) are on your Title I Budget or Perkins Requests Form(s)?**  **Check if “Yes”** |
| **EXAMPLE**:  To improve overall school climate for students | School Climate Survey Data from Students  Discipline Data evidencing increase in student referrals for minor classroom-based offenses | Create a progressive discipline plan to address minor classroom offenses before they result in referrals  Provide training for staff in addressing minor classroom offenses through relationship-building and responsive techniques  Develop grade level team-based PBIS systems that align with our schoolwide PBIS program | Relationship-Centered Schools  Impact-Focused Service | 1.10 Provide hourly rate to grade and team-level staff leaders to meet with school administrators during the summer to create a schoolwide progressive discipline plan and aligning grade/team-based PBIS systems  4.7 Train all staff in minor vs. major behavioral offenses; and in our new Progressive Discipline and PBIS system during Returning Educator Week  1.10 Meet monthly with each team to review referral and Behavioral Intervention Form data and determine next steps  4.7 Include small group counseling session goals, related to discipline data, in our school counseling plan | Title I  Perkins |  |
| To improve the understanding of the use of learning goals during instructional planning to drive small group instruction and vertical articulation in grades K-5 | Limited growth in scores on the last few years of DESSA data – specifically science scores | Provide substitute coverage for cross-grade level articulation during PLCs and grade level half day planning sessions.  Create team rooms in three additional grade levels to support students with learning goals.  Invite JMC’s Math and Reading Interventionist as well as all District Instructional Coaches to support planning sessions. | Deeper Learning | 1.10 Administration attends PLCs and Half Day Planning Sessions.  1.10 School Administrators will introduce and use the district-provided PLC framework to improve the structure of school-based PLCs | Title I  Perkins |  |
| To conduct consistent and pervasive data analysis to inform student interventions and target high needs populations |  | Provide substitutes for staff so they can conduct peer learning walks.  Provide team room coaching for newly implemented team rooms.  Provide additional time outside of PLCs (during the school day) for grade-levels to meet and conduct team and individual data analysis  During additional planning time, teams will plan for whole group instruction and small group intervention instruction instructional time, and intervention time | Deeper Learning  Relationship Centered Schools | 4.6 Communicating and facilitating a school-wide focus on professional learning to improve the planning and delivery of data and standards-drive instruction | Title I  Perkins |  |
| To improve the understanding of the use of SEL curriculum – 7 Mindsets - to decrease the number of Counselor Referrals and Discipline Referrals for special education students and build upon skills taught in the classroom | Increase in monthly discipline referrals which was a result of the updated bus referral protocol and slight increase special education referrals due to bus referrals and school’s special program | Provide substitutes for staff to conduct staff learning walks  Provide schoolwide SEL curriculum – 7 Mindsets - professional development  Conduct monthly SEL meetings with grade level representatives  Review monthly discipline and counselor referral data | Deeper Learning  Relationship Centered Schools | 3.5 SEL special will provide students with the skills needed to be successful in all learning environments and to build positive relationships with peers and staff  4.6 Providing school-wide professional learning opportunities with the SEL curriculum – yearly training is provided for staff at the start of the year to have a better understanding of the program. | Title I  Perkins |  |
| To maintain established PTO events while increasing parent involvement through school-based activities | PTO had created a successful calendar of events, but the organization needs more parental support | Invite parents in school to assist with JMC Clubs – which allow students to participate in an activity once a month.  Provide incentives to students and parents who attend family engagement activities. | Relationship Centered Schools | 4.8 Increase the opportunities for family and community members to support students during school-based activities throughout the year | Title I  Perkins |  |

**Part III: Parent Engagement**

If you have NOT addressed parent engagement in Part II of your School Success Plan (SSP) above, please answer the questions below:

How will you continue working to improve communication and engagement with your families and community this year?

Last year, JMC participated in Read to Them’s One School, One Book for the second year in a row and the school was able to expand on what was previously done during the month of March. To expand the program even further during the 2023-2024 school year, JMC plans on incorporating a family activity in conjunction with Reading Literacy and Writing Night in March.

JMC Staff will continue to communicate with parents through AlertNow messages and emails as well as Class Dojo correspondence and announcements. We have also posted consistently on social media platforms like Instagram and Facebook to keep our school community and community at large up-to-date on current events.

JMC’s PTO presents quarterly opportunities for family activities – Millville Boardwalk Family Night in September, Small Tall Fall Ball in November, JMC Family Day in February, the Run JMC Color Run in May. Our school will host the Latino Family Literacy Project at least two times this year as well as host an ML night for new ML parents to the school.

Please briefly describe your Parent Engagement Event for 2023-2024:

JMC plans to host three family engagement nights in 2023-2024 - Math Literacy Night in November, Reading Literacy and Writing Night in March, and a Spanish Immersion Night on a TBD date.

JMC plans to continue parent involvement during the 2023-2024 school year by participating in Read to Them’s One School, One Book during March’s “National Reading” Month by providing incentives for parent and community participation in the month-long activity. Each staff member and student will receive a book to read during the month with activities planned for the month of March. National Reading Month will culminate with a Spring Literacy Night, which highlights the school’s Scholastic Book Fair, STEM program, Art Show, and Writer’s Workshop Display.

Parents are also involved in the school’s Latino Family Literacy Project which is funded through the school’s Opportunity Grant funding. ML parents are invited to participate in an 8-week session on building literacy skills within their home.

**Part V: School-wide Planning Information**

Please describe the process you used to develop this Strategic Success Plan, including when you met to complete this process:

JMC’s Leadership Team meets monthly throughout the year to seek input in regard to ongoing Title I goals and endeavors. Parent and community members are invited throughout the year to receive updates. During the summer, the Leadership Team meets with our parent and community members to review the previous year’s success of the Title I Plan and to develop the plan for the upcoming school year. The team convenes in the summer after the IRSD Administrative Institute to discuss any potential changes.

Your planning team should be representative of all stakeholder groups in you school community such as teachers, administration, counseling, support staff and parents/community members. Please provide us with the information regarding your planning team (add additional lines as needed):

|  |  |  |
| --- | --- | --- |
| **Planning Team Member Name** | **Position/Stakeholder Representation** | **Signature** |
| Allisa Booth | Principal | Present |
| Bennett Murray | Assistant Principal | Present |
| Allison Bennett | Special Education Coordinator | Present |
| Jennifer Pierorazio | Reading Specialist | Present |
| Matt Redmiles | School Counselor | Present |
| Khara Bauer | ML Coordinator | Present |
| Noel Kane | ML Coordinator | Present |
| Heather Wisniewski | Reading Interventionist | Not present |
| Caroline Hevner | Math Interventionist | Present |
| Michelle Truitt | Kindergarten Teacher | Present |
| Stephanie Syphard | 1st Grade Teacher | Present |
| Jessica Schumann | 2nd Grade Teacher | Present |
| Haley Donoway | 3rd Grade Teacher | Present |
| Gretchen Viacara | 4th Grade Teacher | Present |
| Sara Powell | 5th Grade Teacher | Present |
| Jackie Johnson | Setting B/C Teacher | Not present |
| Jaime Swartz | STEM Teacher | Present |
| Cassie Queen | IREA/Paraprofessional | Present |
| Wendy Breedlove | Administrative Shadow | Present |
| Lidia Icte Espinoza | Parent | Present |
| Danielle Smith | Parent | Present |