Ocean Palms Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Ocean Palms Elementary School

355 LANDRUM LN, Ponte Vedra Beach, FL 32082

http://www-ope.stjohns.k12.fl.us/

Demographics

Principal: Tiffany Cantwell

Start Date for this Principal: 1/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (76%) 2016-17: A (72%) 2015-16: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	2%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Ocean Palms we inspire students to explore and develop their strengths and passions. We focus on integrity, leadership, and service above self. We commit to fostering a positive, safe, nurturing environment with an emphasis on academic rigor, the arts, athletics, and technology within a vibrant, caring community.
- Our focus is the child.

School Motto - Everyday. Everyone. Everything matters!

Provide the school's vision statement.

Ocean Palms Elementary is where students become leaders:

Lead by example
Encourage others
Accepts challenges
Do the right thing
Explore their passions
Reflect on learning
Strive for academic excellence

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Cantwell, Tiffany	Principal	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, and School Psychologist. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year.
Brubaker, Lisa	Assistant Principal	
Pellegrino, Olivia	School Counselor	
	Psychologist	

Demographic Information

Principal start date
Monday 1/1/2018, Tiffany Cantwell

Number of teachers with a 2019 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.*
2

Number of teachers with a 2019 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.*
9

Total number of teacher positions allocated to the school
45

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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	75	106	104	125	95	128	0	0	0	0	0	0	0	633
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	3	5	1	1	0	0	0	0	0	0	0	0	15
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

Tuesday 6/23/2020

Prior Year - 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	
Number of students enrolled	91	89	99	82	104	91	0	0	0	0	0	0	0	556
Attendance below 90 percent	3	1	1	1	3	6	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	2	4	0	0	0	0	0	0	0	7

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	91	89	99	82	104	91	0	0	0	0	0	0	0	556
Attendance below 90 percent	3	1	1	1	3	6	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	1	2	4	0	0	0	0	0	0	0	7

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	1	0	0	0	0	0	0	0	0	0	2
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
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	86%	75%	57%	86%	74%	55%
ELA Learning Gains	71%	67%	58%	62%	64%	57%
ELA Lowest 25th Percentile	76%	59%	53%	49%	52%	52%
Math Achievement	90%	77%	63%	90%	75%	61%
Math Learning Gains	72%	69%	62%	71%	69%	61%
Math Lowest 25th Percentile	70%	59%	51%	62%	60%	51%
Science Achievement	85%	72%	53%	86%	69%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	90%	78%	12%	58%	32%
	2018	91%	78%	13%	57%	34%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	83%	77%	6%	58%	25%
	2018	84%	74%	10%	56%	28%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				
05	2019	86%	76%	10%	56%	30%
	2018	87%	73%	14%	55%	32%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	90%	82%	8%	62%	28%
	2018	94%	80%	14%	62%	32%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	92%	82%	10%	64%	28%
	2018	91%	83%	8%	62%	29%
Same Grade Comparison		1%				
Cohort Comparison		-2%				
05	2019	87%	80%	7%	60%	27%
	2018	87%	79%	8%	61%	26%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	85%	73%	12%	53%	32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	80%	73%	7%	55%	25%
Same Grade Comparison		5%				
Cohort Comparison						

Subgroup Data

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	62	68	67	65	59	61	64				
ASN	75	64		81	64						
HSP	100			82							
WHT	87	71	75	91	73	71	85				
FRL	60			60							
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
SWD	67	55	44	74	66	64	54				
ASN	95	65		97	90		100				
HSP	75	56		100	67						
MUL	95	77		95	92						
WHT	87	66	57	91	75	72	82				
FRL	73	50		73	57						
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
SWD	63	46	41	71	61	48	63				
ASN	95	69		100	77						
HSP	88	83		92	83		82				
MUL	83			92							
WHT	85	61	48	90	70	61	87				
FRL	67	55	50	70	70	50	60				

ESSA Data

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	79
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	71
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	91
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students identified in the lowest quartile in mathematics showed the least amount of learning gains in 2019. During the 2017-18 school year grade levels met every six weeks and solely focused on mathematics data and instruction resulting in a ten percent increase. However, during the 2018-2019 school year the focus shifted to weekly Professional Learning Communities (PLC) meetings targeting ELA.

Lowest Quartile Data in Mathematics:
2020 - N/A
2019 - 70%
2018 - 72%
2017 - 62%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall learning gains in mathematics showed a 4% decrease in 2019. During the 2017-18 school year grade levels met every six weeks and solely focused on mathematics data and instruction

resulting in a ten percent increase. During the 2018-2019 school year the focus shifted to weekly PLC meetings targeting ELA.

Learning Gains in Mathematics:
2020 - N/A
2019 - 72%
2018 - 76%
2017 - 71%

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our school performed higher than the state average in every category.

Which data component showed the most improvement? What new actions did your school take in this area?

During the 2018-2019 school year, our overall learning gains in ELA increased by 5% and students identified in the lowest quartile demonstrated the greatest improvement in ELA with an increase of 18%.

ELA Learning Gains increased from 66% to 71%
ELA Lowest Quartile Gains increased from 58% to 76%.

Teachers worked collaboratively in Professional Learning Communities (PLC) developing common formative and summative assessments in ELA. These assessments are aligned to state standards and provide rigorous levels of questioning. Teachers used results from common assessments to make decisions for future changes in content, instruction, and assessments. Teachers planned for students to receive extra support and enrichment opportunities based on data. All students are guaranteed access to the this systematic intervention regardless of the teacher to whom they are assigned.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our goal is for every child to demonstrate proficiency on the Florida Standards Assessment (FSA). We will continue to increase our Tier 1 interventions and monitor students' progress through iReady to identify areas of concern and provide supports.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Our goal is to increase our overall proficiency by 2% in Mathematics by focusing on learning gains for all students through the use of common assessments and targeted differentiated instruction as measured by the FSA in 2021. Teachers will identify their lowest quartile students in math. These students will be monitored monthly and provided targeted intervention to ensure adequate progress and learning gains.

2. Our goal is to increase our overall proficiency by 2% in ELA by focusing on learning gains for all students through the use of common assessments and targeted differentiated instructional as measured by the FSA in 2021. Teachers will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted intervention to ensure adequate progress and learning gains.

3. Students will be recognized for demonstrating good character through our school-wide Positive Behavior System (PBS). Through PBS, teachers and staff are modeling and teaching school-wide

behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	If we deliver effective instruction using current data to meet the needs of all students, then we will increase learning gains and over proficiency in ELA.
Measurable Outcome:	Our goal is to increase our overall proficiency by 2% in ELA by focusing on learning gains for all students through the use of common assessments, tracking student progress, conferencing and goal setting with students, and targeted differentiated instruction as measured by the FSA in 2021.
Person responsible for monitoring outcome:	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)
Evidence-based Strategy:	Teachers will use formative assessments to identify students' current levels of performance and create a system for tracking their progress toward their overall learning targets. Teachers will monitor each student's progress and conference with students to make them aware of their progress. Teachers will provide specific feedback to students regarding formative data as it relates to standards/learning targets. Teachers will implement a systematic, ongoing process to provide feedback to students, and use a variety of ways to celebrate progress toward learning targets. Teachers will also organize and monitor all students into appropriate groups to facilitate the processing of content. Teachers will identify specific instructional strategies and how they use them to differentiate instruction.
Rationale for Evidence-based Strategy:	The strategies outlined above are based upon the meta-analysis of research on instruction and proven practices from Dr. Robert Marzano. Each teacher and grade level will produce an action plan for these practices. Evidence will be monitored through monthly classroom observations and artifacts will be reviewed quarterly by administration.

Action Steps to Implement

1. Grade levels will meet in their weekly PLC meetings to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano.

2. Teachers will develop and submit action plans to administration for review and feedback.

3. Teachers will implement and monitor their action plans using student data and artifacts.

4. Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	If we deliver effective instruction using current data to meet the needs of all students, then we will increase learning gains and over proficiency in Mathematics.
Measurable Outcome:	Our goal is to increase our overall proficiency by 2% in Mathematics by focusing on learning gains for all students through the use of common assessments, tracking student progress, conferencing and goal setting with students, and targeted differentiated instruction as measured by the FSA in 2021.
Person responsible for monitoring outcome:	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)
Evidence-based Strategy:	Teachers will use formative assessments to identify students' current levels of performance and create a system for tracking their progress toward their overall learning targets. Teachers will monitor each student's progress and conference with students to make them aware of their progress. Teachers will provide specific feedback to students regarding formative data as it relates to standards/learning targets. Teachers will implement a systematic, ongoing process to provide feedback to students, and use a variety of ways to celebrate progress toward learning targets. Teachers will also organize and monitor all students into appropriate groups to facilitate the processing of content. Teachers will identify specific instructional strategies and how they use them to differentiate instruction.
Rationale for Evidence-based Strategy:	The strategies outlined above are based upon the meta-analysis of research on instruction and proven practices from Dr. Robert Marzano. Each teacher and grade level will produce an action plan for these practices. Evidence will be monitored through monthly classroom observations and artifacts will be reviewed quarterly by administration.

Action Steps to Implement

1. Grade levels will meet in their weekly PLC meetings to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano.

2. Teachers will develop and submit action plans to administration for review and feedback.

3. Teachers will implement and monitor their action plans using student data and artifacts.

4. Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Students will be recognized for demonstrating good character through our school-wide Positive Behavior System (PBS). Through PBS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.

Measurable Outcome:	Staff actively monitors students' behavior and acts of service and rewards students with positive PAWS, verbal praise, and/or redirecting student behavior, as needed, to foster student-teacher and student-student relationships.
Person responsible for monitoring outcome:	Lisa Brubaker (lisa.eckert-brubaker@stjohns.k12.fl.us)
Evidence-based Strategy:	All staff members will distribute Positive PAWS to students who follow schoolwide expectations and the six Pillars of Character. Students submit their Positive PAWS to the library weekly to be entered into a grade level raffle. Every week two students from each grade level are recognized on the news for their behavior. These students receive SWAG tags in recognition of their achievement. As an additional incentive, five students from every grade level are selected to go to the Otter Outpost school store. Students are also recognized for their leadership and positive behavior through our Character Counts recognition program. One student from each class is selected each month to receive a Character Counts award and attend our Character Counts celebration.
Rationale for Evidence-based Strategy:	Administration will monitor the effectiveness of the system through observation and discipline data. During classroom visits administration will be looking for the following strategies to promote positive behavior: • View behaviors like academics – something to be taught • Focus on changing and teaching behavior • Focus on effective prevention • Focus on Positive climate (Teacher-student relationship) • Teachers directly instruct and model behavior expectations and rules • Classroom rules and expectations are posted in classrooms • Teachers establish routines and procedures

Action Steps to Implement

1. School-wide expectations and a common language has been developed and implemented by all staff members.

2. All staff members attended a PBS training during pre-planning to review protocols and procedures.

3. Students attended an assembly the first week of school to review schoolwide expectation, rewards, and consequences.

4. Teachers use the PBS to develop individual positive behavior systems for their classrooms. Those plans are submitted and reviewed by administration.

5. Behavior data is monitored weekly at Core Team Meetings.

Person Responsible	Lisa Brubaker (lisa.eckert-brubaker@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our school leadership meets weekly to review the following data and plan for next steps: academic, attendance, mental health, discipline, and safety/security protocols. In additional to monitoring data and school wide systems our leadership team meets to plan community events in conjunction with our teacher leaders and PTO. At Ocean Palms, fostering student leadership and community involvement is a priority. Due to the pandemic, we are adjusting our programs and events to focus on individual acts of service and the social emotional needs of our brick and mortar students, distance learning students, and staff through character counts lessons. Our leadership team will provide recorded lessons and challenges that promote character counts, leadership, and community service. Brick and mortar students, distance learning students, and staff members will be publicly recognized for demonstrating acts of service and good character resulting in a positive school culture.

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 ensuring all stakeholders are involved.

On August 4, 2020, Superintendent Tim Forson announced the State of Florida's Region 2 Family and Community Involvement Award winner as Ocean Palms Elementary. This is the highest Award presented by the State Department of Education. These annual Awards highlight exemplary school programs and practices that meaningfully engage families and the community to enhance student success. Winning programs serve to highlight and promote innovative school practices that increase and sustain family and community involvement. The Award recognizes Be The Change, an environmental partnership between Ocean Palms Elementary School and Beaches Go Green, a nonprofit led by former Ocean Palms' parent Anne Marie Moquin. Beaches Go Green aims to create awareness and education around the detrimental impact of single-use plastic waste and how it affects our planet.

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Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00