Discovery Oaks Elementary

2021-22 Schoolwide Improvement Plan

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Discovery Oaks Elementary

950 OAKLEAF PLANTATION PKWY, Orange Park, FL 32065

https://www.oneclay.net/

Demographics

Principal: James Herrholtz

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	**2020-21**	**2019-20**	**2018-19**
Grade		A	A

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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.

Discovery Oaks Elementary provides authentic and rigorous learning experiences in a nurturing environment where students discover their full potential and feel appreciated as individuals, fostering confidence, creativity, critical thinking, and problem-solving skills in ALL students.

Provide the school's vision statement.

Discovery Oaks Elementary is a safe, collaborative, and student-centered learning community that inspires students to develop into lifelong learners and productive global citizens through S.T.E.A.M-based learning experiences.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
McLaughlin, Tracy	Principal	Responsible for all leadership activities and vision for the school.
Smith, Shadreka	Assistant Principal	Responsible for all leadership activities and vision for the school.
Beasley, Byanca	Attendance/Social Work	School Social Worker
Longo, Michelle	School Counselor	Guidance Counselor
Kriener, Breclyn	Teacher, K-12	Classroom Teacher
Willis, Tracina	Teacher, K-12	Classroom Teacher

Demographic Information

Principal start date
Sunday 7/1/2018, James Herrholtz

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.*
4

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.*

11

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

849

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

9

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

12

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	100	119	96	121	147	131	135	0	0	0	0	0	0	849
Attendance below 90 percent	15	22	11	21	26	16	18	0	0	0	0	0	0	129
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	7	9	4	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	5	7	7	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	101	88	110	136	119	116	131	0	0	0	0	0	0	801
Attendance below 90 percent	6	1	4	1	7	2	5	0	0	0	0	0	0	26
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	1	5	5	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	7	0	0	0	0	0	0	9

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	1	0	0	0	0	0	0	1

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	3	2	1	4	5	5	7	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	101	88	110	136	119	116	131	0	0	0	0	0	0	801
Attendance below 90 percent	6	1	4	1	7	2	5	0	0	0	0	0	0	26
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	1	5	5	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	1	7	0	0	0	0	0	0	9

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	1	0	0	0	0	0	0	1

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	3	2	1	4	5	5	7	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	65%	57%		63%	56%
ELA Learning Gains				69%	62%	58%		59%	55%
ELA Lowest 25th Percentile				63%	54%	53%		50%	48%
Math Achievement				87%	70%	63%		69%	62%
Math Learning Gains				83%	66%	62%		68%	59%
Math Lowest 25th Percentile				75%	56%	51%		56%	47%
Science Achievement				78%	65%	53%		66%	55%

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	76%	68%	8%	58%	18%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-76%				
05	2021					
	2019	72%	62%	10%	56%	16%
Cohort Comparison		-75%				
06	2021					
	2019	72%	64%	8%	54%	18%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	91%	71%	20%	62%	29%
Cohort Comparison						
04	2021					
	2019	81%	69%	12%	64%	17%
Cohort Comparison		-91%				
05	2021					
	2019	83%	64%	19%	60%	23%
Cohort Comparison		-81%				
06	2021					
	2019	86%	70%	16%	55%	31%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	77%	63%	14%	53%	24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used by grade level is iReady data from the 2020-2021 school year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	83	96
	Economically Disadvantaged	27	69	90
	Students With Disabilities	0	73	83
	English Language Learners	0	33	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	46	78
	Economically Disadvantaged	13	46	78
	Students With Disabilities	0	27	83
	English Language Learners	0	0	67

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	69	90
	Economically Disadvantaged	35	66	75
	Students With Disabilities	13	40	47
	English Language Learners	25	50	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	55	75
	Economically Disadvantaged	24	55	75
	Students With Disabilities	13	53	67
	English Language Learners	0	20	80

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	66	75
	Economically Disadvantaged	51	72	77
	Students With Disabilities	28	44	50
	English Language Learners	0	33	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	59	71
	Economically Disadvantaged	16	17	0
	Students With Disabilities	59	39	33
	English Language Learners	71	50	100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	72	77
	Economically Disadvantaged	42	66	71
	Students With Disabilities	4	30	33
	English Language Learners	0	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	54	69
	Economically Disadvantaged	33	54	69
	Students With Disabilities	8	15	26
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	66	71
	Economically Disadvantaged	38	18	0
	Students With Disabilities	62	39	25
	English Language Learners	63	30	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	56	76
	Economically Disadvantaged	34	14	0
	Students With Disabilities	56	30	0
	English Language Learners	76	52	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46	71	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	50	63
	Economically Disadvantaged	41	50	56
	Students With Disabilities	8	12	23
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	63	70
	Economically Disadvantaged	44	63	70
	Students With Disabilities	12	38	42
	English Language Learners	0	52	50

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
SWD	34	42	32	41	56	43	36				
ELL	38	40		67	70						
ASN	91	64		96	73						
BLK	61	51	32	63	63	45	53				
HSP	67	75		81	84		69				
MUL	67			62							
WHT	77	62	33	80	79	76	70				
FRL	65	53	35	65	68	42	58				

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	52	65	77	68	85	81	65				
ELL	55	72		73	74						
ASN	80	67		93	92						
BLK	62	67	64	81	80	72	63				
HSP	80	72	73	87	79		80				
MUL	75	58		74	83						
WHT	80	71	63	91	84	76	91				
FRL	66	71	70	81	84	72	70				

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
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	62
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

The trend identified from the state assessment data across grade levels and subgroups is the lower quartile proficiency rate. The proficiency rate is 37%, which indicates a decrease of 30% from 2019 to 2021.

The trends identified across 1st through 6th grade for the students with disabilities and English Learners as measured by the end of the year iReady diagnostics proficiency rate is lower than the other subgroups.

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

The greatest need for improvement is the learning gains for the bottom 25% in ELA according to the 2021 state assessment data.

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

Learning time was reduced due to virtual learning during the COVID-19 pandemic which impeded student's learning and development. Online access was limited or to none for some disadvantaged students, consistent online access was critical during virtual learning for students to be successful.

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

According to the 2019 state assessment data compared to the 2021 state assessment data, each domain showed a decrease. The most significant decrease in ELA and Math is the learning gains in the bottom 25%.

According to the 2021 state assessment data the highest domain was in math. The overall achievement data indicates 74% proficiency. ELA achievement data indicates 70% proficiency.

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

Due to the decrease in all domains from 2019 to 2021 this area is not applicable.

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

Strategies that we will implement in order to accelerate learning are; prioritizing standards, building knowledge and vocabulary, scaffolding intentionally, diagnosing essential missed learning, and utilizing interdependent collaborative student teams.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in ongoing professional learning communities that focus on Clay County District Schools Vision for instruction. Professional learning communities will focus on setting high expectations for all students and delivering strong instruction by engaging the students, checking for understanding, releasing ownership to the students, and exposing them to rigorous grade-level content.

Professional Learning Communities will be focused on these questions.
1. What do we expect students to learn?
2. How will they know we learned it?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when students do learn?

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

Students will be participating in 7 Mindset lessons as part of their social and emotional learning. The lessons will improve student's mindsets, build resiliency, and help them develop a better meaning to life. The 7 Mindsets are designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Our school guidance counselors will be conducting classroom Social-Emotional Learning (SEL) lessons. They will push into the teacher's classrooms for 30 minutes and conduct a lesson with the students.

Teachers will participate in data chats when administration throughout the school year. Data chats will foster an environment where Discovery Oaks educators are exploring the data, gaining a deeper understanding of what it means and why it's important, and building an instant interconnectedness amongst school leaders, teachers, and their data.

Teachers will participate in common planning with their teams on a monthly basis. Common planning will provide Discovery Oaks educators time and opportunity to place student needs and progress at the center of their work and assume collective responsibility for student learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Discovery Oaks Elementary will focus on English Language Arts Learning Gains for all students grades 4-6. If we provide strong instruction with consistent grade-appropriate, rigorous assignments, while setting high expectations for all students, we will improve engagement levels, and student ownership, which will increase learning gains in ELA.
Measurable Outcome:	If we provide strong instruction, with consistent grade-appropriate, rigorous assignments, while increasing deep student engagement, setting high expectations for all students will increase student learning gains in ELA from 60% to 65%
Monitoring:	The area of focus will be monitored by assessment data from SAVVAS and Achieve 3000.
Person responsible for monitoring outcome:	Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)
Evidence-based Strategy:	We will use grade-level appropriate, standards-based curriculum including SAVVAS K-6, and Achieve 3000 3-6. Supplemental K-1 Haggerty, K-3 From Phonics to Reading, Lexia Core 5, CPALMS.
Rationale for Evidence-based Strategy:	By using a rigorous grade-level appropriate curriculum we will increase student and teacher capacity to achieve increased learning gains for all students. Teachers will set high expectations and will increase student engagement by creating opportunities for student discussions, using higher-order questioning, and consistently reinforce the use of academic language throughout conversations

Action Steps to Implement

1. Use grade-level appropriate curriculum: MyView Literacy English Language Arts (SAVVAS) K-5 and Achieve 3000 grades.
2. Monthly Professional Learning Communities focused on student engagement, rigor, and best teaching practices.
3. Quarterly data tracking meetings.
4. Monthly grade level team meetings with administration.
5. Monthly Students Success Team Meetings.

Person Responsible   Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Discovery Oaks Elementary will focus on improving the climate and culture for all students and teachers. If we provide consistent instruction and/or professional development in the area of Social and Emotional Learning for all students and faculty we will see an improvement to the culture and climate of the school.
Measurable Outcome:	If we provide consistent instruction and/or professional development in the area of Social and Emotional Learning for all students and faculty we will see a 20% decrease in behavior related referrals and a 20% increase in after-school activity participation.
Monitoring:	The area of focus will be monitored by the number of office referrals with the implementation of the new Schoolwide PBIS plan, Guidance Lessons (Suite 360), 7 Mindsets, Schoolwide PBIS plan.
Person responsible for monitoring outcome:	Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)
Evidence-based Strategy:	We will use grade-level appropriate Social Emotional Learning curriculum for all students grades K-6 and provide professional learning in SEL to all faculty.
Rationale for Evidence-based Strategy:	By providing grade-level appropriate, Social and Emotional Learning curriculum to all students, and professional develop in SEL to faculty, we will increase student and teacher capacity to improve the school's climate and culture.

Action Steps to Implement

1. Weekly school-wide SEL guidance lessons. (guidance counselors)
2. Monthly Student Support Team meetings. (teachers, guidance counselors, support staff, administration)
3. MFLC counselor deployment groups. (Military counselors)
4. Professional Learning Communities focused on Social and Emotional
Learning (administration and teachers)
5. Recruit membership in clubs and mentor programs. (teachers, counselors, and administration)
6. Monthly School-Climate and Culture committee meetings. (all stakeholders)
7. 7 Mindsets lessons (teachers and administration)
8. Implementation of the Schoolwide PBIS plan and Behavior Flowchart (all stakeholders)

Person Responsible	Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Discovery Oaks Elementary will focus on English Language Arts, Bottom Quartile Learning Gains for students grades 4-6. If we provide differentiated instruction with consistent rigorous, grade-appropriate assignments while setting high expectations for our bottom quartile students, we will improve engagement levels and student ownership, which will increase learning gains.
Measurable Outcome:	If we provide targeted, differentiated instruction, with consistent, rigorous grade-appropriate assignments, we will see an increase in ELA learning gains for our bottom quartile students, moving from 63% to 66%.
Monitoring:	The area of focus will be monitored by student progress in class and differentiated small group with the supplemental core resources (Haggerty, Lexia Core 5, Dialogic Reading, and Phonics for Reading)
Person responsible for monitoring outcome:	Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)
Evidence-based Strategy:	We will use targeted grade-level appropriate, standards-based curriculum including SAVVAS, and Achieve 3000.
Rationale for Evidence-based Strategy:	By using a targeted, rigorous grade-level appropriate curriculum we will increase student capacity to achieve increased learning gains for our bottom quartile students.

Action Steps to Implement

1. Intentionally track and progress monitor our bottom quartile students.
2. Monthly Professional Learning Communities focused on student engagement, rigor and best teaching practices.
3. Quarterly data tracking meetings.
5. Monthly Students Success Team Meetings.

Person Responsible	Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

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.

According to the discipline data at discovery oaks and the discipline data across the state, we reported 0.4 incidents per 100 students. This indicates at Discovery Oaks falls within the low category. Discovery Oaks is ranked #529 out of 1,395 elementary schools statewide.

According to the suspension data in 2019-2020, we ranked moderate. We had 11 in-school suspensions out of 838 students. In 2018-2019 we had a total of 27 in-school suspensions and 20 out-of-school suspensions. The data indicates a decrease in in-school suspensions and out-of-school suspensions from the 2018-2019 school year to the 2019-2020 school year. With the new School-Wide PBIS plan and the behavior flowchart, we will monitor the total number of in-school and out-of-school suspensions and classroom managed versus office managed referrals.

Suite 360 lessons provided by the school counselors will provide interventions for a range of challenging behaviors and help students improve their actions by approaching them as learning opportunities through positive exercises in empathy.

Additional Small group lessons will be offered to boys in grades k-6th that focus on exploring and identifying emotions, recognizing physical cues, strategies for calming down, collaborative teamwork, communication problem solving, and empathy and friendship.

Lessons from 7 Mindsets will help students understand that their success does not depend on what they know, but more significantly on how they think about themselves and their actions.

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.

Discovery Oaks will address building positive school culture and the environment by encouraging teachers and administration to communicate with parents and family members often and in various forms. Greeting parents and all stakeholders with a smile and ensuring interactions with parents, family, and community stakeholders are welcoming, warm, friendly, and positive.

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

The stakeholders at Discovery Oaks are the teachers, students, parents, families, community members, administration team, and other staff members at the school.

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: Culture & Environment: Social Emotional Learning	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**