# Plantation Oaks Elementary School

# 2021-22 Schoolwide Improvement Plan

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# Plantation Oaks Elementary School

### 4150 PLANTATION OAKS BLVD, Orange Park, FL 32065

### http://poe.oneclay.net

**Demographics**

## Principal: Kimberly Marks

Start Date for this Principal: 7/1/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 52% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (54%)<br><br>2017-18: B (59%)<br><br>2016-17: B (59%) |
| **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.](http://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.

# Table of Contents

# Plantation Oaks Elementary School

## 4150 PLANTATION OAKS BLVD, Orange Park, FL 32065

## http://poe.oneclay.net

### 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-5 | No | 38% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 72% |

### School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | B | B | B |

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

**Provide the school's vision statement.**

Plantation Oaks Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

### School Leadership Team

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

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Marks, Kim | Principal | Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/ reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position. |
| Suhr, Casey | Teacher, K-12 | The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal. |
| Mastandrea, Danielle | | The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal. |

## Demographic Information

**Principal start date**

Thursday 7/1/2021, Kimberly Marks

**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.*

3

**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**

70

**Total number of students enrolled at the school**

1,009

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

17

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

17

**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 | 123 | 126 | 151 | 126 | 150 | 134 | 160 | 0 | 0 | 0 | 0 | 0 | 0 | 970 |
| Attendance below 90 percent | 30 | 26 | 31 | 31 | 66 | 33 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 248 |
| 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 FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Number of students with a substantial reading deficiency | 0 | 22 | 21 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

**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 | 3 | 5 | 3 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| 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**

Friday 8/13/2021

## 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 | 121 | 143 | 119 | 126 | 127 | 150 | 138 | 0 | 0 | 0 | 0 | 0 | 0 | 924 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 1 | 1 | 0 | 0 | 0 | 0 | 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 ELA assessment | 0 | 0 | 0 | 0 | 0 | 13 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

**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 | 6 | 7 | 3 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | 121 | 143 | 119 | 126 | 127 | 150 | 138 | 0 | 0 | 0 | 0 | 0 | 0 | 924 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 1 | 1 | 0 | 0 | 0 | 0 | 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 ELA assessment | 0 | 0 | 0 | 0 | 0 | 13 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

**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 | 6 | 7 | 3 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | | | | 63% | 65% | 57% | 72% | 63% | 56% |
| ELA Learning Gains | | | | 56% | 62% | 58% | 58% | 59% | 55% |
| ELA Lowest 25th Percentile | | | | 43% | 54% | 53% | 35% | 50% | 48% |
| Math Achievement | | | | 68% | 70% | 63% | 79% | 69% | 62% |
| Math Learning Gains | | | | 58% | 66% | 62% | 61% | 68% | 59% |
| Math Lowest 25th Percentile | | | | 44% | 56% | 51% | 45% | 56% | 47% |
| Science Achievement | | | | 47% | 65% | 53% | 64% | 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 | 71% | 68% | 3% | 58% | 13% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 69% | 64% | 5% | 58% | 11% |
| Cohort Comparison | | -71% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 54% | 62% | -8% | 56% | -2% |
| Cohort Comparison | | -69% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 74% | 71% | 3% | 62% | 12% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 75% | 69% | 6% | 64% | 11% |
| Cohort Comparison | | -74% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 48% | 64% | -16% | 60% | -12% |
| Cohort Comparison | | -75% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 48% | 63% | -15% | 53% | -5% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

iReady and Performance Matters

| Grade 1 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 29 | 56 | 75 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 18 | 34 | 55 |
| | English Language Learners | 11 | 35 | 65 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16 | 43 | 68 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 9 | 44 | 57 |
| | English Language Learners | 11 | 29 | 59 |

| Grade 2 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 36 | 66 | 74 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 15 | 35 | 50 |
| | English Language Learners | 22 | 63 | 90 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 15 | 42 | 67 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 7 | 27 | 46 |
| | English Language Learners | 0 | 25 | 70 |

| Grade 3 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 60 | 68 | 73 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 19 | 27 | 34 |
| | English Language Learners | 60 | 80 | 100 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 20 | 40 | 55 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 3 | 15 | 23 |
| | English Language Learners | 20 | 40 | 80 |

| Grade 4 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 39 | 51 | 62 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 8 | 14 | 16 |
| | English Language Learners | 8 | 8 | 55 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 27 | 40 | 69 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 12 | 22 | 41 |
| | English Language Learners | 25 | 33 | 58 |

| Grade 5 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 39 | 54 | 62 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 22 | 33 | 40 |
| | English Language Learners | 0 | 10 | 27 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 31 | 52 | 71 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 14 | 22 | 36 |
| | English Language Learners | 0 | 10 | 27 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 11 | 73 | 61 |
| | 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 |
| SWD | 29 | 37 | 28 | 36 | 52 | 48 | 26 | | | | |
| ELL | 52 | 57 | | 57 | 55 | 56 | 50 | | | | |
| ASN | 90 | 67 | | 80 | 73 | | | | | | |
| BLK | 53 | 55 | 46 | 55 | 56 | 55 | 56 | | | | |
| HSP | 55 | 58 | 45 | 58 | 46 | 42 | 58 | | | | |
| MUL | 59 | 50 | | 67 | 59 | | 45 | | | | |
| WHT | 74 | 68 | 45 | 69 | 68 | | 74 | | | | |
| FRL | 50 | 60 | 45 | 59 | 61 | 63 | 49 | | | | |
| 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 | 30 | 35 | 34 | 42 | 44 | 35 | 35 | | | | |
| ELL | 55 | 51 | 40 | 52 | 56 | 40 | 38 | | | | |

| 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 |
| ASN | 75 | 59 |  | 80 | 78 |  |  |  |  |  |  |
| BLK | 57 | 55 | 50 | 63 | 52 | 39 | 37 |  |  |  |  |
| HSP | 65 | 52 | 40 | 65 | 50 | 18 | 48 |  |  |  |  |
| MUL | 56 | 44 |  | 61 | 46 |  | 30 |  |  |  |  |
| WHT | 69 | 62 | 48 | 76 | 67 | 65 | 61 |  |  |  |  |
| FRL | 57 | 54 | 44 | 63 | 57 | 43 | 41 |  |  |  |  |

| 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 | 43 | 39 | 32 | 55 | 58 | 49 | 33 |  |  |  |  |
| ELL | 56 | 62 |  | 63 | 56 | 43 | 60 |  |  |  |  |
| ASN | 79 | 84 |  | 85 | 70 |  |  |  |  |  |  |
| BLK | 64 | 46 | 20 | 70 | 54 | 42 | 51 |  |  |  |  |
| HSP | 69 | 59 | 41 | 79 | 58 | 37 | 69 |  |  |  |  |
| MUL | 83 | 63 |  | 90 | 72 |  | 67 |  |  |  |  |
| WHT | 78 | 62 | 45 | 84 | 66 | 50 | 70 |  |  |  |  |
| FRL | 63 | 50 | 28 | 72 | 55 | 39 | 54 |  |  |  |  |

## 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 | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 57 |
| Total Points Earned for the Federal Index | 461 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 37 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| 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 | 78 |
| 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 | 54 |
| 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 | 52 |
| 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 | 56 |
| 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 | 66 |
| 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 most notable trend is a decrease in overall proficiency across tested grade levels in both ELA and Math. While the learning gains and lowest quartile learning gains certainly went up in regards to both ELA and Math achievement. The variance in these two areas is notable as it seems we did a better job of reaching the students in greatest need of intervention, while unfortunately, our overall proficiency went down. It doesn't appear at this time that this trend was indicative of a particular subgroup and was more of a representation of the performance of the entire group in both ELA and math.

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

Proficiency in the area of both math and ELA has the greatest need for improvement. As learning gains ranked highest across the board in a multitude of areas, general proficiency and achievement are our targets. While continuing the remediation practices for students in need of intervention we want to raise the bar of expectations for proficiency numbers on the whole group moving forward.

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

The largest factor was that approximately twenty percent of our student population was receiving instruction on a digital platform, that was new to all participants. This was necessitated by COVID. Having students back in the classroom receiving traditional in-person, brick and mortar instruction should continue to help raise the school's scores to at least the proficiency level from the 2019 school grade calculations.

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

Fifth-grade science proficiency raised from 2019 to 2021 a total of 14 percentage points. At the same time, the lowest quartile math component raised a total of 10 percentage points cumulatively across the third, fourth, fifth, and sixth grades.

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

Administrator lead intensive PLCs in the area of science helped with a focus on student proficiency and reading in the content area. Additionally adding an additional ESE allocation allowed students in need of remediation and ESE services to have the aide that they needed in terms of math achievement and learning gains for those students most in need. The additional allocation provided

for an ESE teacher per grade level and thus allowed those ESE teachers to focus in a greater capacity on the needs of the particular issues facing students learning on that grade level.

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

We are moving towards a new student information management system, that will incorporate data, testing, MTSS, among other things. This new system should allow us to easily monitor students as well as view them as a whole child/student in order to better meet their needs. Additionally, the advent of our new ELA curriculum, the BEST standards, and the Lexia program is going to help us accelerate our learning and achievement.

**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.**

We will have professional learning in the areas of our new student information and data system Synergy. Additionally, we will have Lexia training available to teachers. We will also continue to offer training on the new BEST standards and our new ELA curriculum.

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

Lexia will be a multi-year platform for students in need of intervention to continue to learn and grow. Additionally, the new student information system makes student data more readily available and easier to use, thus allowing the teacher to make the best decision for students.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's ELA proficiency. |
| **Measurable Outcome:** | POE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population. |
| **Monitoring:** | This will be monitored through school-wide testing with both iReady diagnostics, Achieve3000, as well as the new Savvas testing platform incorporated with our new curriculum. |
| **Person responsible for monitoring outcome:** | Kim Marks (kimberly.marks@myoneclay.net) |
| **Evidence-based Strategy:** | Teachers will utilize the iReady toolbox, the new Savvas ELA curriculum, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies. |
| **Rationale for Evidence-based Strategy:** | Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities for the Savvas curriculum. |

### Action Steps to Implement

1. Common Planning
2. Provide iReady Toolbox
3. Professional Development Opportunities during PLC
4. Utilize District Curriculum Specialists

**Person Responsible**  Kim Marks (kimberly.marks@myoneclay.net)

| #2. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's math proficiency. |
| **Measurable Outcome:** | POE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population. |
| **Monitoring:** | This will be monitored through school-wide testing with both iReady diagnostics as well as the Synergy testing platform incorporated with our curriculum. |
| **Person responsible for monitoring outcome:** | Kim Marks (kimberly.marks@myoneclay.net) |
| **Evidence-based Strategy:** | Teachers will utilize the iReady toolbox, the new Synergy testing platform, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies. |
| **Rationale for Evidence-based Strategy:** | Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities. |

### Action Steps to Implement

1. Common Planning
2. Provide iReady Toolbox
3. Professional Development Opportunities during PLC
4. Utilize District Curriculum Specialists

**Person Responsible**   Kim Marks (kimberly.marks@myoneclay.net)

| #3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports | |
|---|---|
| **Area of Focus Description and Rationale:** | Safeschoolsforale.com as well as data of the school's discipline and referral history shows the need for a reduction in school-wide incidents. |
| **Measurable Outcome:** | The number of referrable offenses will be reduced by 10% in the 2021-2022 school year when compared against the previous year. |
| **Monitoring:** | The number of referrals reported will be reviewed throughout the year. Monthly on the PBIS meeting dates. |
| **Person responsible for monitoring outcome:** | Kim Marks (kimberly.marks@myoneclay.net) |
| **Evidence-based Strategy:** | Safe schools, PBIS, and 7 mindsets. |
| **Rationale for Evidence-based Strategy:** | Safe schools, PBIS, and 7 mindsets will be utilized to help aid students in their own behavior monitoring as school-wide supports. |

### Action Steps to Implement

1. Teach monthly 7 mindsets lessons
2. Implement the PBIS system school-wide
2. Review each month the number of incidents reported

**Person Responsible**     Kim Marks (kimberly.marks@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.

**The primary area of concern is violent incidents with particular attention paid to the student with disabilities subgroup. We will monitor this through referral reviews as well as classroom culture talks. We will impact this in a positive manner through our 7 mindsets lessons and the school-wide PBIS plan. Our monthly referral review through PBIS meetings will help aid and steer our own practice to continuously review and change our behavior instruction to make a larger impact on the reduction of these incidents.**

## 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.**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site. Additionally, we utilize the 7 mindsets curriculum to promote a healthy climate and culture throughout the building. We also utilize PBIS protocols for supporting a positive school behavior management system.

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

Kim Marks - Principal
Jason Martin - Assistant Principal
Shari Gouin - Assistant Principal
Vickie Lurie - Guidance Counselor
Melissa Hoppen - Teacher
Ansley Smith - Teacher/ Team Leader

## 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 |