

Clay County Schools

Orange Park Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	24

Orange Park Elementary School

1401 PLAINFIELD AVE, Orange Park, FL 32073

<http://ope.oneclay.net>

Demographics

Principal: Tyler Wood

Start Date for this Principal: 8/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	31%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (89%) 2017-18: A (85%) 2016-17: A (84%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

Orange Park Elementary School

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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 KG-6	No	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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 always work collaboratively with all of our community resources and stakeholders. We will increase achievement among our students with opportunities surrounding learning that are relevant, rigorous, and will transcend beyond the boundaries of our school walls. Our working and learning environment will be built upon honesty, integrity and respect. With all of the above Orange Park Elementary will maximize student potential and also promote individual responsibility.

Provide the school's vision statement.

Orange Park Elementary exists to prepare lifelong learners for success in a global and competitive workplace and in acquiring all applicable life skills. We will provide an experience that is motivating, challenging and rewarding for all children.

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
Pfundner, Tracy	Teacher, K-12	Mrs. Pfuntner is a highly respected teacher on the OPE campus. When the School Based Leadership Team meets Tracy takes the information back to the primary teachers and gathers input. She also helps to oversee SBLT initiatives.
Bachmayer, Abby	Teacher, ESE	Ms. Bachmayer is the lead ESE/Inclusion teacher on the OPE campus. When the School Based Leadership Team meets Abby takes the information back to other ESE teachers and gathers input. She also helps to oversee SBLT initiatives and ensures that the needs of our ESE students are being met.
Harris, Chris	Teacher, K-12	Mr. Harris is a highly respected teacher on the OPE campus. When the School Based Leadership Team meets Chris takes the information back to the intermeidate teachers and gathers input. He also helps to oversee SBLT initiatives.
Herndon, Suzanne	Assistant Principal	Dr. Herndon assists with creating the SBLT agenda. She is the contact person for the School Improvement Plan. She ensures that SBLT meetings take place and that all stakeholders have a voice. She provides benchmark data for grades K-6 which is used at SBLT meetings.
McCullough, Carole	Principal	Mrs. McCullough is the leader of OPE. She assists with the creation of the SBLT agenda. She selects members who are assigned to the SBLT. Carole analyzes the data and determines areas of focus for the year She works diligently to maintain a positive culture for both students, parents and staff.

Demographic Information

Principal start date

Monday 8/23/2021, Tyler Wood

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.*

31

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.*

1

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

461

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

1

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

1

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	72	72	72	72	66	66	66	0	0	0	0	0	0	486
Attendance below 90 percent	0	0	0	0	0	1	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	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	0	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	0

Date this data was collected or last updated

Monday 8/23/2021

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	72	72	72	72	66	66	64	0	0	0	0	0	0	484
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	1
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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
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	72	72	72	72	66	66	64	0	0	0	0	0	0	484
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	1
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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	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				91%	65%	57%	91%	63%	56%
ELA Learning Gains				75%	62%	58%	76%	59%	55%
ELA Lowest 25th Percentile				76%	54%	53%	82%	50%	48%
Math Achievement				97%	70%	63%	92%	69%	62%
Math Learning Gains				85%	66%	62%	84%	68%	59%
Math Lowest 25th Percentile				98%	56%	51%	73%	56%	47%
Science Achievement				100%	65%	53%	94%	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	93%	68%	25%	58%	35%
Cohort Comparison						
04	2021					
	2019	94%	64%	30%	58%	36%
Cohort Comparison		-93%				
05	2021					
	2019	92%	62%	30%	56%	36%
Cohort Comparison		-94%				
06	2021					
	2019	85%	64%	21%	54%	31%
Cohort Comparison		-92%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	96%	71%	25%	62%	34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	99%	69%	30%	64%	35%
Cohort Comparison		-96%				
05	2021					
	2019	95%	64%	31%	60%	35%
Cohort Comparison		-99%				
06	2021					
	2019	97%	70%	27%	55%	42%
Cohort Comparison		-95%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	100%	63%	37%	53%	47%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-6= iReady for both math and reading

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70/33%	70/60%	70/91%
	Economically Disadvantaged Students With Disabilities	11/27%	11/55%	11/91%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70/18%	70/58%	70/81%
	Economically Disadvantaged Students With Disabilities	11/27%	11/63%	11/100%
	English Language Learners	0/0%	0/0%	0/0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71/46%	70/60%	70/81%
	Economically Disadvantaged			
	Students With Disabilities	17/24%	17/36%	17/59%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	71/15%	70/50%	70/69%
	Economically Disadvantaged			
	Students With Disabilities	17/6%	17/30%	17/53%
	English Language Learners	0/0%	0/0%	0/0%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74/65%	74/76%	74/90%
	Economically Disadvantaged			
	Students With Disabilities	14/28%	14/58%	14/93%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/19%	74/47%	74/77%
	Economically Disadvantaged			
	Students With Disabilities	14/22%	14/43%	14/79%
	English Language Learners	0/0%	0/0%	0/0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/54%	56/59%	57/70%
	Economically Disadvantaged			
	Students With Disabilities	10/60%	10/40%	9/44%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59/28%	59/60%	59/76%
	Economically Disadvantaged			
	Students With Disabilities	10/20%	10/30	10/70%
	English Language Learners	0/0%	0/0%	0/0%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/54%	65/66%	65/83%
	Economically Disadvantaged			
	Students With Disabilities	6/0%	6/33%	6/50%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63/92%	64/61%	63/92%
	Economically Disadvantaged			
	Students With Disabilities	5/80%	5/40%	5/80%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	64	65	65
	Economically Disadvantaged			
	Students With Disabilities	5/	64/	63/
	English Language Learners	1/0%	1/0%	1/0%

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		58/76%	58/80%	58/95%
	Economically Disadvantaged				
	Students With Disabilities		5/60%	5/80%	5/80
	English Language Learners		0/0%	0/0%	0/0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		57/79%	58/88%	58/95%
	Economically Disadvantaged				
	Students With Disabilities		5/40%	5/80	5/80%
	English Language Learners		0/0%	0/0%	0/0%

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	63	64		69	73						
BLK	69			62							
HSP	89	86		89	81		85				
MUL	78			67							
WHT	89	93	89	90	82	94	98				
FRL	80	86		80	90		90				
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	69	70	58	86	85	91					
ASN	100			100							
BLK	83	77		95	85						
HSP	85	74		97	79						
MUL	94	71		94	100						
WHT	92	74	75	97	83	100	100				
FRL	84	69	70	95	85	95	100				
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	57	56	45	73	67						
ASN	100			100							
BLK	83	81		89	75						

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
HSP	96	83		92	92						
MUL	82	55		82	91						
WHT	91	77	85	92	84	74	96				
FRL	88	79	78	89	80	73	87				

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	88
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	
Total Points Earned for the Federal Index	618
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	66
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	86
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	73
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	91
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	85
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?

In both reading and math scores tend to increase at each assessment period. K & 1 baseline data in the fall is very low but is impressive at the end of assessment period #3. Impressive gains as made with the ESE subgroup as the year progresses.

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

Lower quartile subgroup in reading

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 core reading program did not contain all of the components needed for strong core instruction. The new SAVVAS curriculum - when implemented with fidelity and when using approved supplemental materials- will make a big difference in lower quartile gains.

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

5th grade science - 100% proficient---- this means all students scored a L3 or higher!

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

The teacher we had was very strong. She utilized Discovery Education as a supplemental resource. She used the data from the progress monitoring to help her determine what to focus upon. We have a newsience teacher this year as Mrs. Youngblood retired. We are reaching out to the district for support. Our new teacher will be part of a science PLC.

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

Use of new reading core reading program with fidelity. Have PLCs focus upon the new reading standards and materials.

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.

Support from district reading and science coaches; face-to-face training utilizing district staff; PLC support from OPE administrators.

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

Continued focus on data; maintaining highly competent PLC teams.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: It is critical that teachers become immersed in the new BEST standards so that they can ensure they are teaching only what needs to be taught. There is so much material in the new ELA series it will be important that teachers follow the CCSD Blueprint that is tied to ELA instruction.

Measurable Outcome: Progress of projected student achievement will be monitored via benchmark assessments. At least a 20% gain for all students - including ESE students- in the areas of both reading and math should be noted between each assessment period.

Monitoring: Progress will be monitored using iReady benchmark assessment data.

Person responsible for monitoring outcome: Suzanne Herndon (suzanne.herndon@myoneclay.net)

Evidence-based Strategy: PLCs will be used as the forum for analyzing student data to inform instruction. Instructional practices will be altered when needed. Each PLC will complete a TAC form which will outline the focus and steps taken in their PLC meeting. Administration will look over each team's feedback and will respond accordingly.

Rationale for Evidence-based Strategy: PLCs are one of the most effective ways for teachers to look at student work, determine what students don't know and to then make plans for what they are going to do to close the gap.

Action Steps to Implement

Conduct classroom walkthroughs and ensure what is being taught is supported by the standards.

Person Responsible Carole McCullough (carolyn.mccullough@myoneclay.net)

Review PLC feedback forms weekly.

Person Responsible Suzanne Herndon (suzanne.herndon@myoneclay.net)

Provide in-service support for teachers pertaining to the BEST standards and the SAVVAS curriculum

Person Responsible Suzanne Herndon (suzanne.herndon@myoneclay.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Stronger instruction in ELA needs to occur as our FSA scores dropped in some grade levels (especially 3rd). Teachers are feeling overwhelmed with the new reading series so a focus on the use of the new materials seems appropriate.
Measurable Outcome:	20% of students will increase in reading proficiency by the end of the 2021-2022 school year.
Monitoring:	Monitoring will take place by reviewing iReady data for each benchmark period. Monthly team meetings between administration and grade level teams will take place and the progress of specific students will be discussed.
Person responsible for monitoring outcome:	Suzanne Herndon (suzanne.herndon@myoneclay.net)
Evidence-based Strategy:	Using data to drive instruction. Regroup student small group configuration as needed.
Rationale for Evidence-based Strategy:	Data forms the pathway for a teacher to know what instructional changes to make. We have new data sources (Lexia, DIBELS, etc) that will help teachers know how to meet the needs of all learners.

Action Steps to Implement

Meet with PLC teams to monitor instructional practices.	
Person Responsible	Carole McCullough (carolyn.mccullough@myoneclay.net)
Conduct regular classroom walkthroughs; use formal and informal student data to determine students' mastery of standards.	
Person Responsible	Suzanne Herndon (suzanne.herndon@myoneclay.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We will focus upon the specific standards that fall into the gap between the current FL math standards and next year's BEST math standards. It is critical that these gap standards be addressed so that students aren't behind when the new BEST math standards are in place next year.

Measurable Outcome: By June 2022, 100% of the math standards that fall within the gap (FL math vs. BEST math standards) will have been taught.

Monitoring: Tiffany Hradil will be coming to OPE in October to help teachers identify which standards fall within the gap between the current and future math standards. Administrators will monitor the instruction of these standards through teacher lesson plans and classroom walkthroughs. Checklists of these standards will be checked regularly.

Person responsible for monitoring outcome: Carole McCullough (carolyn.mccullough@myoneclay.net)

Evidence-based Strategy: Explicit, direct instruction will be used in all math classrooms and will focus upon these gap standards. Teachers will employ the I do- we do- you do approach. Targeted remediation will take place as needed.

Rationale for Evidence-based Strategy: Explicit & direct instruction reflects best teaching practices. This is supported in educational research. Resources include the support of the district math specialist and the use of math manipulatives.

Action Steps to Implement

Secure the support of the district math specialist. Tiffany will come and meet with our teachers on campus.

Person Responsible Carole McCullough (carolyn.mccullough@myoneclay.net)

Walkthroughs and lesson plan checks will take place to ensure gap standards are being taught.

Person Responsible Suzanne Herndon (suzanne.herndon@myoneclay.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Student data from our climate and culture survey last year indicated that a considerable number of students felt that the adults at school did not recognize them for their accomplishments. We believe that this is in part due to the restrictions of bringing groups of students together. We usually had quarterly awards assemblies. Our leadership team discussed how student recognition should not only highlight academic success. Students need to be recognized for being a good OPE citizen and for helping to make our school culture one in which students thrive.

Measurable Outcome: 100% of students will be recognized for positive behavior at least once during the school year.

Monitoring: Teachers will refer students for recognition by using a spreadsheet created by the Assistant Principal. This spreadsheet will be used to identify the student and the positive behavior that they displayed. This information will be written on a golden star and hung on a bulletin board in the cafeteria for all to see. The assistant principal will maintain the spreadsheets and will check off each student's name on each classroom roster to ensure that ALL students get at least one accolade. Students' names will be called out each Friday on the WOPE news so students know to go and check the bulletin board during lunch.

Person responsible for monitoring outcome: Suzanne Herndon (suzanne.herndon@myoneclay.net)

Evidence-based Strategy: Recognizing students for positive behavior is an evidence-based strategy that has been noted in research for years.

Rationale for Evidence-based Strategy: As mentioned above, recognizing students for positive behavior is an evidence-based strategy that has been noted in research for years. All children want attention and they will get it by behaving negatively if they can't get positive reinforcement. Resources used will be monthly Google spreadsheets; construction paper stars; bulletin board and WOPE news team equipment.

Action Steps to Implement

Create spreadsheet; cut out stars; write accolades on stars; submit names to WOPE news team leader; post stars on bulletin board each Friday.

Person Responsible Suzanne Herndon (suzanne.herndon@myoneclay.net)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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 discipline data for OPE indicates an extremely low percentage of incidents compared to other elementary schools across the state. This year administration is taking a closer look at discipline data. We are working with team leaders through the Curriculum Council, obtaining expectations from teachers pertaining to student discipline. Our goal is to have teacher expectations and administrator disciplinary practices become better aligned. We are also instituting a Student Supertstar program that recognizes students for going the extra mile, being a good citizen, putting forth effort, etc. The goal is for students to gain attention from adults from positive actions rather than negative 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.

Parents are required to complete 6 volunteer hours over the year. We provide ample opportunities for parents to earn those minimal hours. We update Facebook on a regular basis, sharing pictures of students and upcoming special events. Local businesses are encouraged to support the students of OPE. In the past we have had donations from numerous restaurants, several doctors offices and single parent support. We promote a large PFA (Parent Faculty Association) and meet (for now via Google Meets) on a monthly basis. The PFA provides substantial financial support for our students. Special events such as Skate Night or Get Air allow families to get to know one another in an informal setting. OPE administration is very dedicated to creating a positive school culture and environment.

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

Principal and AP: maintains positive communication with all parents. Timely response to parent concerns is a must! They listen and try to problem solve for the good of the child and also in an effort to build strong relationships with parents. Robo calls are planned when information needs to go out to groups of parents or even to the entire parent base.

Teachers and support staff are working towards the goal of recognizing students for positive behavior on a regular basis. Teachers provide a list of names of students and a description of good behavior. These students are recognized on the WOPE news station every Friday and a star with their name on it is

displayed on the bulletin board in the cafeteria. The AP manages the google doc for reporting purposes and the front office secretary makes the stars. The AP clears the bulletin board at the end of every month.

Administration consistently works with the 3 custodians to make sure campus priorities and teacher needs are met. They also maintain constant contact with teachers to determine what ways admin can help support the teachers and students in the classroom,.

Teachers plan engaging activities and lessons for students and work hard to make the classroom environment inviting.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00