St. Andrew School At Oakland Terrace

2021-22 Schoolwide Improvement Plan

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St. Andrew School At Oakland Terrace

2010 W 12TH ST, Panama City, FL 32401

[no web address on file]

Demographics

Principal: Kathryn Ostrenga

Start Date for this Principal: 4/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
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 Bay 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-5	No	%

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

School Grades History

Year	**2011-12**	**2011-12**
Grade		

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of St. Andrew School, in participation with our families and the community, is committed to providing a safe learning environment that promotes each child's social/emotional and academic development through positive behavioral supports and research-based practices. All students are provided opportunities to develop and achieve according to their own strengths in preparation for integration into the least restrictive educational and social setting.

Provide the school's vision statement.

St. Andrew will provide a standard of excellence and positive supports in a safe environment where all students can achieve their full potential in academic, behavioral, and character development.

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
Balentine, Rebecca	Principal	The Principal is the school leader, overseeing all facets of the institution. The Principal's role is to lead staff in the implementation of instructional practices, provide formal and informal feedback to staff, manage the operations of the facility and daily activities of the school, and to be the voice of the school in public.
Chace, Sara	Teacher, ESE	Mrs. Chace is the 2nd grade team leader. She shares information from the leadership team with her colleagues and brings information back to Administration from her team.
Cummings, Kristin	Teacher, ESE	Ms. Cummings is our Title I Coordinator. She manages the Title I paperwork, assists in planning Title I parent events, documents Title I activities, attends Title I meetings, and assists Administration with any and all Title I processes.
Breland, Debbie	Teacher, ESE	Mrs. Breland is the 3rd grade team leader. She shares information from the leadership team with her colleagues and brings information back to Administration from her team. She also leads our School Improvement Team.
Parrish, Jackie	School Counselor	Mrs. Parrish serves on the leadership team as the School Guidance Counselor.
Jateff, Valerie	Teacher, ESE	Mrs. Jateff is the 4th grade team leader. She shares information from the leadership team with her colleagues and brings information back to Administration from her team.
Bassett, Joshua	Teacher, K-12	Mr. Bassett is our Intervention Teacher responsible for managing our crisis intervention team. He oversees the crisis intervention program, maintains the official data base for monitoring daily crisis events.
Thoma, Leslie	Teacher, ESE	Ms. Thoma is the 5th grade team leader. She shares information with her team members and brings back information to Administration.
Beard, Chris	Assistant Principal	Supports the Principal in all decision making areas with an emphasis on school-wide discipline, safety, and facilitates management.
Page, Kimberly	Teacher, PreK	Ms. Page is the PreK/Kindergarten Team Leader. She shares information from the leadership team with her colleagues and brings information back to Administration from her team.

Demographic Information

Principal start date
Thursday 4/15/2021, Kathryn Ostrenga

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.*
1

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.*
3

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
105

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

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	27	11	19	16	20	14	0	0	0	0	0	0	0	107
Attendance below 90 percent	13	6	10	7	10	9	0	0	0	0	0	0	0	55
One or more suspensions	12	8	7	1	11	8	0	0	0	0	0	0	0	47
Course failure in ELA	3	1	0	0	1	1	0	0	0	0	0	0	0	6
Course failure in Math	4	0	1	0	0	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	7	7	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	7	11	0	0	0	0	0	0	24
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	11	6	5	4	11	9	0	0	0	0	0	0	0	46

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	1	1	0	1	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/31/2021

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	17	8	18	15	22	17	0	0	0	0	0	0	0	97
Attendance below 90 percent	10	5	4	6	8	8	0	0	0	0	0	0	0	41
One or more suspensions	10	3	10	8	13	8	0	0	0	0	0	0	0	52
Course failure in ELA	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	2	1	2	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	9	4	3	4	7	9	0	0	0	0	0	0	0	36

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	10	4	0	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	17	8	18	15	22	17	0	0	0	0	0	0	0	97
Attendance below 90 percent	10	5	4	6	8	8	0	0	0	0	0	0	0	41
One or more suspensions	10	3	10	8	13	8	0	0	0	0	0	0	0	52
Course failure in ELA	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	2	1	2	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	9	4	3	4	7	9	0	0	0	0	0	0	0	36

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	10	4	0	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

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

MAP Assessments in the Fall, Winter and Spring were used to compile the data below.

Grade 1			
Number/% Proficiency	**Fall**	**Winter**	**Spring**
All Students	20%	20%	0%
Economically Disadvantaged			
Students With Disabilities	20%	20%	0%
English Language Learners			

English Language Arts (row label spanning above block)

Grade 1 — Mathematics			
Number/% Proficiency	**Fall**	**Winter**	**Spring**
All Students	30%	18%	20%
Economically Disadvantaged			
Students With Disabilities	30%	18%	20%
English Language Learners			

Grade 2			
Number/% Proficiency	**Fall**	**Winter**	**Spring**
All Students	22%	21%	53%
Economically Disadvantaged			
Students With Disabilities	22%	21%	53%
English Language Learners			

English Language Arts (row label spanning above block)

Grade 2 — Mathematics			
Number/% Proficiency	**Fall**	**Winter**	**Spring**
All Students	16%	32%	43%
Economically Disadvantaged			
Students With Disabilities	16%	32%	43%
English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	47%	34%
	Economically Disadvantaged			
	Students With Disabilities	38%	47%	34%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	20%	34%
	Economically Disadvantaged			
	Students With Disabilities	31%	20%	34%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	24%	12%
	Economically Disadvantaged			
	Students With Disabilities	21%	24%	12%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21%	14%	44%
	Economically Disadvantaged			
	Students With Disabilities	21%	14%	44%
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	0%	33%
	Economically Disadvantaged			
	Students With Disabilities	14%	0%	33%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7%	0%	0%
	Economically Disadvantaged			
	Students With Disabilities	7%	0%	0%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	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	36	10		37	20		8				
BLK	29			36							
WHT	43			45							
FRL	33			32			10				
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	20	17		27	26		10				
BLK	20	9		14	18						
WHT	25	33		40	40						
FRL	17	19		28	28		6				

	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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											

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	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	111
Total Components for the Federal Index	5
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	
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 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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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	44
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	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 appears to be as students move up in grade level their stamina and performance declines.

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

The greatest need for improvement is in both ELA and Math.

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

For our 3rd & 4th grade students, this was their first time taking the FSA due to Covid in 2020, and our 5th grade students last took the FSA as 3rd graders. We will be implementing a new ELA curriculum along with using iReady to provide Tier III intervention and enrichment for both ELA and Math.

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

Our 4th grade showed the most improvement in ELA and especially in Math.

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

Teachers plan together and meet weekly in their grade level PLC, which includes having a quarterly data chat to review individual student data.

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

Tier III intervention with students who are below grade level. Focus on closing the achievement gap with these students. Intensive focus on daily reading instruction utilizing an explicit direct instruction program along with standards based instruction on grade level content.

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.

ELA liaisons will attend ELA HMH trainings and provide turn-around training to PLCs. All teachers have received several hours of ELA HMH professional development as well as hours of iReady training.

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

1. Behavioral Strategies- Continuing new system for calling assistance to classroom, positive referrals, trauma sensitive classrooms, and a new student data tracking system.
2. Intensive focus on daily reading instruction utilizing an explicit direct instruction program along with standards based instruction on grade level content. Classroom teacher deliberate practice focuses on making reading gains for all student.
3. Maximizing the state testing schedule and students' accommodations.
4. Attendance incentives - weekly attendance buck, monthly attendance parties, awards assemblies, monitoring attendance, student data tracking system.
5. Managing mental health services- CAC provider, Florida Therapy provider, New Mental Health Triad services, telemedicine, support positions, community care referral process, threat assessment team.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The Florida State Assessment measures students' ability to demonstrate mastery of state standards in ELA. Students scoring a Level 3 or above are considered to meet grade level mastery of state standards measured on the FSA. Based on the current released data 29% of the third grade students tested scored a Level 1 on the 2021 FSA ELA. Additionally 29% percent of third grade students tested scored a Level 2 on 2021 FSA ELA. This represents a total of 58% of third grade students that participated in FSA testing scored below the state's criteria for proficiency. Based on the released data 41% of tested fourth grade students scored a Level 1 on the 2021 FSA ELA. Additionally 24% of tested fourth graders scored a Level 2. This represents a total of 65% of fourth graders that participated in FSA testing scored below the state's criteria for proficiency. Based on the released data 64% of tested fifth grade students scored a Level 1 on the 2021 FSA ELA. Additionally 27% of tested fifth graders scored a Level 2. This represents a total of 91% of tested fifth grade students scored below the state's criteria for proficiency.
Measurable Outcome:	Students in grade 3 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. They will increase proficiency from 42% to 45%. Students in grade 4 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. They will increase proficiency from 35% to 38%. Students in grade 5 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. They will increase proficiency from 9% to 12%.
Monitoring:	Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments and progress monitoring probes. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through iReady Diagnostic assessments three times per year and more frequently through Growth Monitoring Assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Bay County has adopted a new state approved ELA Curriculum , Houghton Mifflin Harcourt, which is correlated with the new FL BEST Standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. In addition the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. In addition, the curriculum includes Table Top lessons for ELL students allowing them to access and interact with grade level texts and skills as well. Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions. In addition students will be assigned individualized lessons to address learning deficits. Students will participate in growth monitoring assessments more frequently in order to determine student progress and needs.

Rationale for Evidence-based Strategy:	Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) adn scaffolding (effect size of. 82) based on Hattie's research (Visible Learning: John Hattie 2017)

Action Steps to Implement

Teachers will participate in Houghton Mifflin Harcourt virtual training facilitated by district ELA Instructional Specialists. This series of training will guide teachers in the implementation of the curriculum. Follow-up trainings will be conducted both virtually and in person by the district's ELA Instructional Specialists.

Person Responsible Rebecca Balentine (balenrs@bay.k12.fl.us)

Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.

Person Responsible Rebecca Balentine (balenrs@bay.k12.fl.us)

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made (teacher: student ration; time in intervention; intervention materials; instruction).

Person Responsible Rebecca Balentine (balenrs@bay.k12.fl.us)

#2. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	St. Andrew School is a Title 1, special center school for kindergarten through fifth grade students who have been identified as having behavioral and/or emotional challenges. Students at St. Andrew School come from all areas of Bay County. They are referred from their home school and considered eligible for programs at St. Andrew School when their behaviors consistently interfere with the academic environment to a point where learning is no longer possible with the implementation of basic behavioral interventions. The Interventions necessary for successful learning are more intense than those that can be provided in a regular school setting. Students are able to make significant progress in regards to their disruptive behaviors on our campus. However, behavior continues to be a struggle for our students and does continue to impede their learning.
Measurable Outcome:	In the 20-21 school year there were 261 referrals were written as the result of fighting and 193 referrals were written for physical attack. Our goal is to reduce the instances of fighting and physical attack by 10%.
Monitoring:	Student behavior is closely monitored through PLCs, monthly data chats and frequent data reviews.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Each classroom at St. Andrew School is staffed with a teacher and a paraprofessional. The number of students per class is kept low to ensure that students receive ample individual attention. All staff members are trained on the implementation of our school wide positive reinforcement system titled, PAWS [Positive Actions Work at St. Andrew School]. All staff are trained and updated yearly in verbal and physical crisis management techniques through Non-violent Crisis Intervention Training to ensure a safe learning environment. Should a Physical restraint be necessary to employ for the safety of the child and/or others in the vicinity, a parent or guardian will be phoned on that day and all attempts will be made to notify the custodial adult of a physical control.
Rationale for Evidence-based Strategy:	All staff receives training through the Crisis Prevention Institute. This training includes: Prevention & verbal de-escalation skills Disengagement safety techniques Continuing education credits Trauma-informed training Risk assessment framework Physical intervention techniques Advanced physical intervention These strategies are proven to reduce the number of escalated behavioral events and are recommended by the FL DOE as necessary components for Crisis Intervention Training.

Action Steps to Implement

All staff will be trained through the Crisis Prevention Institute.
All staff will be trained on the schoolwide Positive Behavior Support program at St. Andrew (PAWS)

Person Responsible Rebecca Balentine (balenrs@bay.k12.fl.us)

Teachers will analyze behavior data as a part of their PLCs and will develop interventions to address any behavioral needs that arise.
All stake holders will review behavioral data as a part of the schoolwide data chats and will address students' needs by implementing interventions or providing additional supports as needed.

Person Responsible	Rebecca Balentine (balenrs@bay.k12.fl.us)

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.

St. Andrew School is a Title 1, special center school for kindergarten through fifth grade students who have been identified as having behavioral and/or emotional challenges. Students at St. Andrew School come from all areas of Bay County. They are referred from their home school and considered eligible for programs at St. Andrew School when their behaviors consistently interfere with the academic environment to a point where learning is no longer possible with the implementation of basic behavioral interventions. The Interventions necessary for successful learning are more intense than those that can be provided in a regular school setting.

The environment at St. Andrew School for this group is structured to meet the unique needs of each individual student. Every student has an educational plan designed according to identified levels of social, academic and emotional development. Each student also has an Individual Positive Behavior Intervention Plan (BIP).

PAWS is a school wide positive motivational system. Privileges are earned by demonstrating positive behaviors which are respectful, safe and reflect appropriate problem-solving skills. Targeted behaviors are tracked on point sheets which are individualized according to the goals specified on each child's educational plan. The positive reinforcement system provides a consistent continuum of rewards and consequences. St. Andrew School has been recognized as a model school by the Florida Positive Support Project for the past ten years.

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.

St Andrew plans to build positive relationships with parents, families and other community stakeholders by inviting them to several school activities and sending home a monthly school newsletter. All of our students

have an IEP meeting which provides a time so we can throughly communicate strengths, weaknesses and goals with our families. We will actively call parents and community members who are interested in joining our School Advisory Council to personally invite them to our meetings. As we begin the year, we will have a Meet and Greet and Open House in September to meet families and share expectations. We will also have family nights to include: STEM activities, FSA, curriculum, and parent conferences. These fall and spring parent conferences will be important to communicate classroom expectations, curriculum, assessments, standards and parent portal.

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

Our stakeholders include our staff, parents/guardians and members of the community. We use Class Dojo and PeachJar to communicate with our parents throughout the year. Parents are encouraged to join our School Advisory Council where they can provide their input on school related items. We also invite our parents to school activities such as our Awards Day assemblies, our Christmas program and Field Day in the Spring.

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: Discipline	$0.00
		Total:	$0.00