

Clay County Schools

Discovery Oaks Elementary



2022-23 Schoolwide Improvement Plan

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Discovery Oaks Elementary

950 OAKLEAF PLANTATION PKWY, Orange Park, FL 32065

<https://www.oneclay.net/>

Demographics

Principal: James Herrholtz

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (76%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Discovery Oaks Elementary

950 OAKLEAF PLANTATION PKWY, Orange Park, FL 32065

<https://www.oneclay.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
McLaughlin, Tracy	Principal	The school principal is responsible for all leadership activities and the vision for the school.
Smith, Shadreka	Assistant Principal	The assistant principal is responsible for assisting the principal with all leadership activities and the vision for the school.
Willis, Tracina	Teacher, K-12	The classroom teacher is responsible for assisting the principal and assistant principal with expert feedback on instructional and behavior goals, leadership activities, and the vision for the school.
Longo, Michelle	School Counselor	The school counselor is responsible for assisting the principal and assistant principal with expert feedback on instructional and behavior goals, life learning, leadership activities, and the vision for the school.
Roberts, Mary	Assistant Principal	The assistant principal is responsible for assisting the principal with all leadership activities and the vision for the school.
Kriener, Breclyn	Teacher, K-12	The classroom teacher is responsible for assisting the principal and assistant principal with expert feedback on instructional and behavior goals, leadership activities, and the vision for the school.

Demographic Information

Principal start date

Sunday 7/1/2018, James Herrholtz

Number of teachers with a 2022 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.*

8

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

976

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	125	121	137	128	132	170	163	0	0	0	0	0	0	976
Attendance below 90 percent	25	22	20	24	29	29	32	0	0	0	0	0	0	181
One or more suspensions	0	0	0	0	1	2	3	0	0	0	0	0	0	6
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 2022 statewide FSA ELA assessment	0	0	0	17	18	14	15	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	23	16	14	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	9	11	16	14	0	0	0	0	0	0	50

Using the table above, complete the table below with the number of students by current grade level who have 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	2	4	3	0	0	0	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/23/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	63%	56%				75%	65%	57%
ELA Learning Gains	67%						69%	62%	58%
ELA Lowest 25th Percentile	57%						63%	54%	53%
Math Achievement	77%	51%	50%				87%	70%	63%
Math Learning Gains	78%						83%	66%	62%
Math Lowest 25th Percentile	65%						75%	56%	51%
Science Achievement	62%	69%	59%				78%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	68%	8%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	75%	64%	11%	58%	17%
Cohort Comparison		-76%				
05	2022					
	2019	72%	62%	10%	56%	16%
Cohort Comparison		-75%				
06	2022					
	2019	72%	64%	8%	54%	18%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	91%	71%	20%	62%	29%
Cohort Comparison		0%				
04	2022					
	2019	81%	69%	12%	64%	17%
Cohort Comparison		-91%				
05	2022					
	2019	83%	64%	19%	60%	23%
Cohort Comparison		-81%				
06	2022					
	2019	86%	70%	16%	55%	31%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	77%	63%	14%	53%	24%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-77%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	52	52	46	65	54	22				
ELL	37	50	40	42	56	50					
ASN	100	62		100	77						
BLK	60	65	48	67	76	70	49				
HSP	57	64	65	72	73	61	57				
MUL	79	81		73	60						
WHT	80	69	57	86	84	60	77				
FRL	52	60	54	60	73	64	38				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	42	32	41	56	43	36				
ELL	38	40		67	70						
ASN	91	64		96	73						
BLK	61	51	32	63	63	45	53				
HSP	67	75		81	84		69				
MUL	67			62							
WHT	77	62	33	80	79	76	70				
FRL	65	53	35	65	68	42	58				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	52	65	77	68	85	81	65				
ELL	55	72		73	74						
ASN	80	67		93	92						
BLK	62	67	64	81	80	72	63				
HSP	80	72	73	87	79		80				
MUL	75	58		74	83						
WHT	80	71	63	91	84	76	91				
FRL	66	71	70	81	84	72	70				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	47
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, the math proficiency across grade levels 3rd through 6th are higher than the overall proficiency, learning gains, and bottom quartile learning gains in English Language Arts.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component with the lowest performance was ELA Lowest 25th percentile Learning Gains of 57%. Contributing factors could be due to a variety of reasons such as differentiated instruction, grade-appropriate assignments, attendance, time, and resources. Our science data demonstrate a need for improvement. Science proficiency data went from 64% to 62% which is a 2% decrease from last year.

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

Contributing factors could be due to a variety of issues such as differentiated instruction, grade-appropriate assignments, attendance, time, and resources. New actions would be to provide teachers with opportunities to attend Professional Development, Participate in Professional Learning Communities, and coaching cycles, Attendance concerns will be addressed by reviewing attendance on a regular basis to catch problems early, provide individualized support, and build positive school culture.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA learning gains in the lowest 25th percentile increased by twenty points. ELA Learning Gains in the Lowest 25th percentile was 37% in the 2020-2021 school year, increased to 57% in the 2021-2022 school year. Discovery Oaks was above the state average in all areas.

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

Contributing factors to this improvement could be weekly professional learning communities, coaching cycles for differentiated instruction, data chats, and immediate feedback.

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

Strategies that will be implemented in order to accelerate learning for all students will be scaffolding Intentionally, Building Knowledge and Vocabulary, prioritizing standards, diagnosing essential missed learning, and utilizing interdependent collaborative student teams.

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

Teachers will actively participate in weekly Professional Learning Communities. Professional Development will be provided for teachers that focus on the new curriculum and testing platforms. During Professional Learning Communities teachers will set SMART goals based on their student data, and teachers will dive into the essential standards and collectively create formative assessments.

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

Administrators will conduct walkthroughs regularly and provide immediate feedback to teachers. Expectations will be reinforced via walkthrough feedback, faculty meetings, PLCs, and team data meetings.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we provide strong instruction with consistent grade-appropriate, rigorous assignments, while setting high expectations for all students, we will improve engagement levels, and student ownership, which will increase gains in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide strong instruction with consistent grade-appropriate, rigorous assignments, while setting high expectations for all students, we will increase learning gains in ELA from 67% to 69%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by progress monitoring; F.A.S.T Progress Monitoring, Achieve 3000, Cambium Reading.

Person responsible for monitoring outcome:

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will use a grade-appropriate, standards-based curriculum including SAVVAS and Achieve 3000.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By using rigorous grade-level appropriate curriculum we will increase student and teacher capacity to achieve increased learning gains for all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use grade level appropriate curriculum: SAVVAS and Achieve 3000

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Monthly Professional Learning Communities focused on student engagement, rigor, and best teaching practices.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Quarterly data tracking meetings.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Monthly grade level team meetings with administration.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Monthly Student Success Team Meetings.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we provide strong instruction with consistent grade-appropriate, rigorous assignments, while setting high expectations for all students, we will improve engagement levels, and student ownership, which will increase 5th grade Science Proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide strong instruction with consistent grade-appropriate, rigorous assignments, while setting high expectations for all students, we will increase science proficiency from 62% to 65%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by progress monitoring; Baseline, Mid-Year Assessment, Mock SSA, and FLDOE SSA.

Person responsible for monitoring outcome:

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will use a grade-appropriate, standards-based curriculum including HMH and Achieve 3000.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By using rigorous grade-level appropriate curriculum we will increase student and teacher capacity to achieve increased proficiency for all students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use grade level appropriate curriculum: HMH and Achieve 3000

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Monthly Professional Learning Communities focused on student engagement, rigor, and best teaching practices.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Quarterly data tracking meetings.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Monthly grade level team meetings with administration.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

STEAM and Media resource teachers will remediate standards and support science standards.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Monthly Student Success Team Meetings.

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we provide strong differentiated instruction with consistent grade-appropriate, targeted assignments, we will increase learning gains in our ELA bottom quartile students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide strong differentiated instruction with consistent grade-appropriate, targeted assignments, we will increase learning gains in our ELA bottom quartile students.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by progress monitoring; F.A.S.T Progress Monitoring, Achieve 3000, Cambium Reading, and Multi-Tiered data points.

Person responsible for monitoring outcome:

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will use targeted grade-level appropriate standards-based curriculum including SAVVAS, Lexia, and Achieve 3000.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By using targeted, rigorous grade-level appropriate curriculum we will increase student capacity to achieve learning gains for our bottom quartile students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Intentionally track and progress monitor our bottom quartile students.

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

Monthly Professional Learning Communities focus on student engagement, rigor, and best practices.

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

Quarterly data tracking meetings.

Person Responsible Mary Roberts (mary.roberts@myoneclay.net)

Monthly student success team meetings.

Person Responsible Mary Roberts (mary.roberts@myoneclay.net)

#4. Positive Culture and Environment specifically relating to Social and Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we provide consistent instruction and professional development in the area of social and emotional learning for all students and faculty we will see an improvement in the climate and culture at the school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide consistent instruction and professional development in the area of social and emotional learning for all students and faculty we will see a 20% decrease in behavior related to referrals.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by discipline data in Synergy, Suite 360 lessons, and 7 Mindsets lesson completion.

Person responsible for monitoring outcome:

Shadreka Smith (shadreka.smith@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will use grade-level appropriate social-emotional learning curriculum for all students in grades kindergarten through sixth grade and provide professional learning in social and emotional learning to all faculty.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing grade-level appropriate social-emotional learning curriculum to all students and professional development for faculty, we will increase student and teacher capacity to improve the school's climate and culture.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly PBIS Leadership Team Meeting.

Person Responsible

Shadreka Smith (shadreka.smith@myoneclay.net)

Weekly School-wide social and emotional guidance lessons.

Person Responsible

Michelle Longo (michelle.longo@myoneclay.net)

MFLC counselor deployment groups.

Person Responsible

Michelle Longo (michelle.longo@myoneclay.net)

Professional Learning Communities focused on social and emotional learning.

Person Responsible

Michelle Longo (michelle.longo@myoneclay.net)

Implementation of the 7 mindsets curriculum.

Person Responsible

Shadreka Smith (shadreka.smith@myoneclay.net)

Panorama survey

Person Responsible

Tracy McLaughlin (tracy.mclaughlin@myoneclay.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Throughout the school year, we will host school events that will welcome parents into the school as volunteers and participants. Parents will receive updates, reminders, and school information via a quarterly newsletter. We will utilize our social media platform to keep parents informed and to share the new and exciting things we are doing throughout campus. Community partners will host quarterly meetings in the teacher's lounge where they provide breakfast, snacks, etc. as they talk and get to know the faculty and staff. Our schoolwide PBIS Expectations are taught and reinforced the first five weeks of the school year and after each break with fidelity. Teachers and support personnel are highlighted via our "Spotlight" newsletter. Each quarter administration shows their appreciation to all faculty and staff by going around with our "woot woot" cart with snacks and treats. Students and staff members are recognized on the morning announcement that has been recognized by other teachers and students for going above and beyond.

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

Discovery Oaks Elementary school has partnered with local businesses and faith-based groups, a new Parent Volunteer Organization, PBIS Leadership Team, SAC committee, and a Leadership team that all support our school's vision, goals, and school improvement efforts.