

Clay County Schools

Orange Park Elementary School



2022-23 Schoolwide Improvement Plan

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Orange Park Elementary School

1401 PLAINFIELD AVE, Orange Park, FL 32073

<http://ope.oneclay.net>

Demographics

Principal: Tyler Wood

Start Date for this Principal: 8/12/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 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	2021-22: A (71%) 2018-19: A (89%) 2017-18: A (85%)
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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<http://ope.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 KG-6	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

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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.

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

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
Wood, Tyler	Principal	<p>The School Principal is responsible to the Superintendent of Schools. Our duties include but are not limited to compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, partnerships with all stakeholders, & communications with parents, students and teachers. We coordinate and monitor curricular programs to maximize student learning, efficient utilization of school facilities to insure proper security, and monitor the timely submission of required school records. We provide leadership and direction with respect to professional development through activities that encourage instructional growth, manage business operations, and provide a safe learning environment for all. We are also responsible for implementing programs designed to meet the needs of special student populations, proper receipt and accounting practices, and purchase of all instructional materials used by instructional employees.</p>
Pfundner, Tracy	Teacher, K-12	<p>Mrs. Pfuntner is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Pfuntner works with our kindergarten students at OPE.</p>
Bachmayer, Abby	Teacher, K-12	<p>Ms. Bachmayer is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Ms. Bachmayer works with our third grade students at OPE.</p>
Harris, Chris	Teacher, K-12	<p>Mr. Harris is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mr. Harris works with our sixth grade students at OPE.</p>
White, Heidi	Teacher, K-12	<p>Mrs. White is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. White works with our fifth grade students at OPE.</p>
Herndon, Suzanne	Assistant Principal	<p>Dr. Herndon serves OPE as the assistant principal and often works in the same capacity as the principal. She currently supervises the primary grade levels, works with and monitors the MTSS process, oversees all that involves ESE, and other administrative duties assigned.</p>
Doty, Robin	Teacher, K-12	<p>Mrs. Doty is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Doty works with our fourth grade students at OPE.</p>
Bowie, Kim	Teacher, K-12	<p>Mrs. Bowie is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Bowie works with our first grade students at OPE.</p>

Name	Position Title	Job Duties and Responsibilities
Haymore, Katie	Teacher, K-12	Mrs. Haymore is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Haymore works with our second grade students at OPE.
Walker, Karen	Instructional Media	Mrs. Walker is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Walker works with all students at OPE.
Tucker, Laurie	School Counselor	Mrs. Tucker is responsible for establishing a classroom climate conducive to learning, demonstrating an interest in and willingness to assist students inside and outside the classroom environment, meeting the social/emotional and physical needs of her students, preparation of the classroom environment, understanding her content area, providing for students of varying ability through use of a variety of activities, exhibiting good judgement, communicating effectively with others and evaluating student's progress throughout the year. As department head, she is responsible for leading her department and setting a strong example of highly effective instruction for those she leads. Currently, Mrs. Tucker works with our all students at OPE.

Demographic Information

Principal start date

Friday 8/12/2022, Tyler Wood

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.*

5

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.*

7

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

475

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

1

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

1

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	72	71	71	72	68	65	56	0	0	0	0	0	0	475
Attendance below 90 percent	8	9	12	3	6	2	4	0	0	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	3	1	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	7	1	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	2	3	1	0	0	0	0	0	0	6

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	0	2	3	1	0	0	0	0	0	0	6

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	0	0	0	1	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	

Date this data was collected or last updated

Tuesday 10/4/2022

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	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	
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	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	
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	

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	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	
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	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	
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	

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	79%	63%	56%				91%	65%	57%
ELA Learning Gains	56%						75%	62%	58%
ELA Lowest 25th Percentile	44%						76%	54%	53%
Math Achievement	87%	51%	50%				97%	70%	63%
Math Learning Gains	81%						85%	66%	62%
Math Lowest 25th Percentile	68%						98%	56%	51%
Science Achievement	84%	69%	59%				100%	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	93%	68%	25%	58%	35%
Cohort Comparison		0%				
04	2022					
	2019	94%	64%	30%	58%	36%
Cohort Comparison		-93%				
05	2022					
	2019	92%	62%	30%	56%	36%
Cohort Comparison		-94%				
06	2022					
	2019	85%	64%	21%	54%	31%
Cohort Comparison		-92%				

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	96%	71%	25%	62%	34%
Cohort Comparison		0%				
04	2022					
	2019	99%	69%	30%	64%	35%
Cohort Comparison		-96%				
05	2022					
	2019	95%	64%	31%	60%	35%
Cohort Comparison		-99%				
06	2022					
	2019	97%	70%	27%	55%	42%
Cohort Comparison		-95%				

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	100%	63%	37%	53%	47%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-100%				

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	52	28	19	71	52	41					
BLK	60	36		73	82						
HSP	81	66		83	83						
MUL	80	58		73	75						
WHT	79	54	53	90	80	71	86				
FRL	74	58		81	71	54	80				
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				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	71
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	499
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
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	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
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	70
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?

OPE decreased in each demographic subgroup with respect to ELA and Math proficiency. SWD, particularly in learning gains, decreased at a higher rate than other subgroups and saw the biggest decrease in math proficiency overall. ELA, based on historical data, presents itself as the biggest area of opportunity regardless of subgroup with the same trend found in learning gains overall.

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

ELA proficiency & learning gains.

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

An introduction of new curriculum coupled with implementation challenges seem to be the driving factor in OPE's decrease particularly in our 4th and 5th grade classrooms. Professional development and the appropriate use of supplemental materials alongside the use of our core curriculum in SAVVAS should impact overall proficiency. Additionally, data analysis that targets specific deficiencies found in formative and progress-monitoring assessments should help OPE develop and implement the appropriate interventions necessary to close learning gaps and increase overall learning gains.

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

3rd grade saw a 13% gain (79% in 2021 to 92% in 2022) in ELA and a 12% gain (79% in 2021 to 91% in 2022) in math.

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

The 3rd grade team is instructionally strong and they work collaboratively with respect to planning, task analysis, common assessment development, and data discussions beyond the typical and initial data analysis experienced at the beginning of each year. Moreover, though much is done collectively, each teacher works to develop classroom experiences based on their individual student needs. This trend is also evident among all grade levels where applicable.

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

PLCs have been redesigned to shift our instructional mindset from teaching to learning. Classroom visits and feedback are now focused on monthly themes (e.g. CFUs, aligned learning targets, etc.), professional development is targeted and specific to ELA whenever possible with an intense focus on early literacy (across content), and data analysis protocols have been streamlined to ensure individual student needs are met each day. It should be noted that our math curriculum has also changed to Eureka Math and, when used with fidelity, should help in sustaining the success we've experienced in mathematics.

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.

Again, PLCs have been redesigned to ensure PD from the school to teacher level is targeted to the individual needs of each classroom and the vision for instruction at the County level. Support from district coaches including reading, math, and science coaches are already scheduled for onsite instructional assistance and attendance regarding content team collaboratives are highly encouraged (and attended alongside the principal whenever possible). Face to Face summer and fall PD opportunities with SAVVAS, KidLips, Heggerty, etc. have been or will be completed by those in teacher leadership positions (and some that are not).

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

With the drop in overall proficiency and struggle in the way of learning gains from 2021-2022 to 2022-2023, there are opportunities to increase in all areas of content at OPE. Data analysis and our PLC work will continue to be important components in achieving academic success.

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.

There was a clear decrease in ELA both in proficiency and learning gains overall. The largest drop was in 4th and 5th grade ELA with 3rd grade experiencing the largest increase. Though we had success in 3rd, ELA in 4th and 5th grade causes some concern when you consider SAVVAS will continue to be used. A more collaborative approach is necessary, professional development opportunities with respect to SAVVAS need to be utilized, and appropriate implementation followed. ELA Learning gains will be the primary measure used for success but special attention will be paid to students with disabilities particularly in the way of early intervention.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

The percentage of 3rd through 6th students with respect to learning gains in ELA will increase from 56% to 66% by the end of the 2022-2023 school year as measured by the F.A.S.T. Assessment tool.

Monitoring:

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

As we continue to navigate the 2022-2023 school year, ELA progress will be monitored through F.A.S.T. assessment data. Analysis will occur after each assessment and discussed in PLCs and in various ELA collaboratives at the county level.

Person

responsible for monitoring outcome:

Suzanne Herndon (suzanne.herndon@myoneclay.net)

Evidence-based

Strategy:

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

The data analysis protocol will be extremely important in identifying interventions per individual or group and in creating small groups for implementation.

Rationale for

Evidence-based

Strategy:

Explain the rationale for

Data analysis beyond typical points of proficiency will be used to ensure those interventions actually address individual needs especially when small groups are formed (including a teacher-led small group). Other data sources (SAVVAS, Lexia, etc.) will be included in the process.

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

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.

PLCs will be used as a platform to analyze and discuss important data points by student, competency, and standard throughout the year.

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

County collaboratives and offered training will be highly encouraged. The principal will accompany teachers to collaboratives whenever possible and utilize classroom visits to provide feedback specific to that teacher or set of teachers. Trainings specific to early intervention practices and for students with disabilities will be encouraged K-6.

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

#2. Instructional Practice specifically relating to Professional Learning Communities

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

OPE has experienced high levels of success in all subject areas throughout the years. That's a testament to the hard work by both the teachers and students. Based on conversations we have had about previous practice, Professional Learning Communities (PLCs) seemed to be present but not utilized in a way that would collaboratively improve teacher capacity or student performance. This year, OPE has experienced the biggest "drop" in student performance scores we've experienced so far with lower ELA proficiency and gains causing the most concern.

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

75% of teachers will participate in all (34 total) preplanned PLCs together to increase student proficiency with respect to ELA from 79% to 84% by the end of the 2022-2023 school year as measured by the F.A.S.T. Assessment.

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

Because the ELA assessments have shifted from FSA to F.A.S.T., we have a state assessment meant to measure progress. PLCs are conducted in person and together in that all PLCs meet in the PLC lab created for this purpose. Attendance will be tracked through a sign in sheet. Additionally, ELA assessment data will be a primary focus regarding data analysis protocols for all teachers in grades K-4, one in 5th, and one in 6th. Resource teachers, the counselor, and ESE teachers have also been embedded in our PLC groups which have been vertically aligned K-2 and 3-6.

Person responsible for monitoring outcome:

Suzanne Herndon (suzanne.herndon@myoneclay.net)

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

Throughout the start of the 2022-2023 school year, we have explicitly taught and discussed creating, posting, and referencing clear learning targets for students in each and every classroom. The same evidence-based strategy will be used for this Area of Focus. We have and will continue to make clear the focus of our learning in PLCs each week.

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

PLC binders with the information regarding timelines, agendas, content, and the data analysis protocols are being used each session. The Clay County Vision for Instruction is the central focus of this work. Without a clear learning objective provided to teachers each week, those participating will struggle with the intent of PLCs. It should be noted again that data analysis will prove to be the most important aspect of work across all goals.

**resources/
criteria used for
selecting this
strategy.**

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.

PLCs have been redesigned to ensure vertical collaboration is a regular practice, all receive the same information/understand the learning objective, and allow those typically "left out" to have an opportunity to participate. To monitor attendance, a login will be utilized each week.

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

PLC binders have been created to communicate a clear timeline regarding county initiatives, goals as they relate to OPE specifically (centered around historical and current data), and data analysis protocols meant to create conversations about interventions/enrichment opportunities at the individual classroom/student level. We will continue to take a guided approach to PLCs with an administrator facilitating each session.

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

Classroom visits have become an integral part of our PLCs given they are directly tied to county initiatives. Each month, we will continue to focus on pre-identified areas of focus per the County's vision and will utilize the information for conversations about how they can (and will) improve student performance in all content areas but, specifically, ELA.

Person Responsible Tyler Wood (tyler.wood@myoneclay.net)

#3. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Last year, math proficiency (89%) and gains (81%) were high and while math continues to be a strength at OPE, new standards and curriculum (Eureka) may make for some learning pains. As such, we will utilize the school improvement plan to set goals for math instruction. Last year, gap standards were paid a major focus. Our hope is that work will pay dividends as we make the full transition to new standards.

Measurable**Outcome:**

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

100% of teachers (K-5) will work to implement the Eureka curriculum with fidelity so that 65% of 3rd through 5th grade students will show gains by the end of the 2022-2023 school year as measured by the F.A.S.T. Assessment tool.

Monitoring:

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

With the new curriculum and standards, use of County support and resources becomes an absolute necessity. The principal, assistant principal, and our teachers will consistently request assistance in that regard. Additionally, we will all participate in those model lessons and the training provided by Clay County Specialists at least once per quarter. PLCs will continue to be an important platform for data analysis review and an opportunity to plan for specific interventions necessary through individual classrooms.

Person

responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Checks for Understanding and formative assessment (with data analysis in real time) are an integral component required by the Eureka curriculum.

Rationale for Evidence-based Strategy:

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

With formative assessment at the forefront of our new curriculum, classroom visits and feedback centered around this strategy become extremely important. We will continue our work in PLCs to drive this work and provide feedback specific to these two components (CFUs and Formative Assessment).

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.

Model Lessons and consistent professional development will play an active role and become a necessary first (and continual) step in creating consistent implementation regarding Eureka. Administrators will also participate so that consistent feedback can be given to improve professional practice.

Person Responsible Tyler Wood (tyler.wood@myoneclay.net)

Classroom visits will continuously focus on county driven objectives with respect to CFUs and formative assessment. We will also utilize opportunities for formal conversations inherent in the pre-evaluation and evaluation setting.

Person Responsible Tyler Wood (tyler.wood@myoneclay.net)

#4. Positive Culture and Environment specifically relating to Positive Behavioral Interventions and Supports (PBIS)**Area of Focus****Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our Culture and Climate survey, there is a disconnect between students and their clear understanding of school-wide expectations at OPE. OPE is the only elementary school in Clay County without a formally trained PBIS team and there is a lack of consistency in school-wide expectations and their connection to classroom expectations.

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

The percentage of teachers formally trained to implement PBIS will increase from 0% to 17% with 100% of teachers being informally trained on PBIS strategies by the end of the 2022-2023 school year.

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

Formal PBIS training must first occur and is scheduled for the middle of September. The principal will become an active member of the PBIS team (though they will not lead the initiative) and monitoring will occur through meeting notes taken. There are several checkpoints embedded in the PBIS model including BOQs and data collection that will allow us to monitor and control implementation. The PBIS team will also be tasked with creating school-wide expectations teachers can use to reinforce positive behaviors and tie directly to their classroom expectations including a plan to highlight positive behaviors around campus.

Person**responsible for****monitoring****outcome:**

Tyler Wood (tyler.wood@myoneclay.net)

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

Recognizing students for positive behavior has been categorically proven to reduce unwanted behaviors and reinforce the expectations set. We will utilize school-wide expectations to create a common vocabulary and direction in that respect while also highlighting positive behaviors through use of a soon to be developed program that reinforces those positive behaviors.

Rationale for**Evidence-****based Strategy:****Explain the****rationale for****selecting this**

Empirically, the use of positive reinforcements to drive behavior coupled with a common set of expectations reduces unwanted behaviors in the classroom and on campus. While it doesn't completely eradicate poor behavioral choices, it does allow teachers and staff to frame expectations in a positive light.

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

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.

PBIS Team training in September to include review of BOQs and start planning for PBIS initiatives school wide.

Person Responsible Tyler Wood (tyler.wood@myoneclay.net)

Development of school-wide positive behavior management plan to include use of tokens to "purchase" a variety of items. Would be established in conjunction with school-wide expectations.

Person Responsible Tyler Wood (tyler.wood@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.

The new principal has worked to develop positive and professional relationships with the students, staff, parents and the OPE community each day since their arrival. Communication has been a major component in setting this stage and includes the use of their Eagle News (every other week to parents and weekly to teachers), opportunities for informal discussion through various planned events, and in coordination with the Parent Faculty Association (PFA). School culture is driven by commitment and is typically positive when a unified vision/mission is clearly articulated and embedded in practice. OPE had its challenges in the way of identity. There is palpable pride in our school and measurable success; however, there was no unifying symbol. The principal worked with county staff to create and introduce a new school logo. Additionally, the principal believes that "being the part" does little in the way of building a positive school culture. An immense amount of attention has been paid to the school campus regarding beautification. That plan was developed in partnership with the PFA/local businesses in OP and has served as an opportunity to connect all stakeholders to OPE and it's vision of excellence. Moreover, the OPE staff is dedicated to the academic improvement of their students each and every day. It is evident in every decision made and is observable in lesson planning, PLCs, and in informal/formal collaborative conversations outside the typical faculty or staff meeting. To create a better understanding and embed as much judgment free support as possible from administration, PLCs were redesigned, and an immense focus has been paid to three primary County

initiatives (Learning Targets, Checks for Understanding, and Recognizing Students Positively) during classroom visits. The intention in this regard is to learn alongside as opposed to out front and develop more opportunities to shift the paradigm from a focus on teaching to that which is more important - learning.

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

Faculty and Staff: Teachers and staff are paramount in improving the overall school culture and ultimately impacting student performance. It could be easily argued that the OPE school culture is strong, but some minor shifts with respect to school-wide support can only strengthen what is already amazing in the way of high expectations and the learning environment. Results from the Culture and Climate Survey do suggest some discrepancies. Bringing this data to light and having real, impactful discussions about our student feedback will continue to play a major role in promoting a positive school culture and environment. Teachers are the heartbeat of this small community. They model, promote, and continue to engage all in on our campus in the most selfless and empathetic ways. The dedication to their craft and to OPE at large sets them apart from others in the County and makes major waves in promoting a positive school culture.

Students: We typically think of promoting a positive school culture and environment as a one way approach. By this we mean that students receive the benefits of what we believe to be a positive school culture with less thought about how their own leadership abilities could impact or affect the change necessary in this same light. As such, this year we have created the OPE Student Leadership Club. The intent is to promote the values that represent good character in all students and plan for service opportunities that benefit our school and community. Additionally, our school-wide expectations will be developed to include words or phrases taken from our 6th grade survey given in their ELA class. The inclusion of student voice creates a stronger connection to the positive environment we are attempting to build upon.

Parents: Parents have been integral in many of the OPE goals to promote a positive school culture and climate. PFA is a strong organization and, in conjunction with efforts to improve the overall participation rate after COVID, is continuing to grow in membership as the year progresses. Their efforts with beautification, connecting with community business and faith-based partnerships, and in supporting our teachers (Eagle Pantry, Homeroom Parents, etc.) have impacted our school culture in just the first few months. On any given day, there are 4-5 parents visiting classrooms to assist, eating lunch with their students, or volunteering to make copies for teachers. Their support of and dedication to OPE and their students certainly plays a major role in the work we do each day.

Community/Business Partners: While we can't speak to their impact in past years, our partnerships with businesses and community partners this year continues to grow. Our parents have played a major role in connecting us with these outside stakeholders and those relationships have created opportunities to receive supplies and monetary/material donations specific to the goals and objectives connected to promoting a positive school culture and climate. We will continue to grow those partnerships and hope that our continued connection will benefit our school and students.

PBIS Coordinator (County): OPE is the last elementary school in Clay County awaiting formal training for PBIS. Early interventions and a proactive approach to behavior management is and will continue to be a staple in promoting a positive school climate and culture. Our partnership with the DC and PBIS contact will help us narrow our focus and drive the work in this regard. School-wide expectations will be the primary focus with implementation being key. We will continue to engage our DC and PBIS contact and embed them in our work in each step.

County Specialists and Personnel Related to Curriculum: County specialists, particularly those in math and ELA will continue to serve as a reference and system of support as we continue in our second year of SAVVAS and first in Eureka. A school culture focused on learning in all respects will in turn create an environment that is positive. This notion must be coordinated with all other school-wide expectations including professional learning communities and PBIS for the effect to be measurable.