Robert M. Paterson Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Robert M. Paterson Elementary

5400 PINE AVE, Orange Park, FL 32003

http://pes.oneclay.net

Demographics

Principal: John O'brian

Start Date for this Principal: 9/26/2022

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)	36%
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 (71%) 2018-19: A (71%) 2017-18: A (69%)
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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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	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

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

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.

R.M. Paterson Elementary seeks to create a learning environment where faculty encourages high expectations and collaboratively works together to implement the Florida State Standards that will provide a quality education to all students. Our school promotes a safe, nurturing, and supportive environment that fosters high self esteem and encourages and motivates students to do their personal best. Furthermore, we strive to have parents, teachers, and community members to be actively involved in our student's learning.

Provide the school's vision statement.

For teachers to continue to improve their knowledge and perfect their teaching skills through resources, workshops, and training opportunities provided by the school and district. For teachers to enhance their understanding of the new curriculum while implementing these best teaching practices in the classroom, directly impacting students to better prepare them for their continuous academic growth, college and careers in the future.

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
O'Brian, John	Principal	Principal of the School
Schumacher, Courtney	Assistant Principal	Asst. Principal, curriculum, MTSS.
Stokes, Lori	Assistant Principal	Asst. Principal, MTSS, Properties, Technology, Social Media.
Sad, Mandy	School Counselor	Guidance, Testing Coordinator, Social and Emotional Health
Pierson, Lisa	Other	Instructional and Department Head

Demographic Information

Principal start date
Monday 9/26/2022, John O'brian

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.*

0

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.*

0

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,070

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

4

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

3

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	140	145	154	153	164	160	154	0	0	0	0	0	0	1070
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	16	10	25	13	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	11	20	7	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	22	9	14	69	44	43	33	0	0	0	0	0	0	234

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	0	0	1	0	0	0	0	0	0	1

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	7	9	6	3	0	0	0	0	0	0	0	0	0	25
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

Monday 9/26/2022

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	135	161	149	162	161	150	166	0	0	0	0	0	0	1084
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	8	8	11	22	33	0	0	0	0	0	0	85

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	1	1	0	0	0	0	0	0	2

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	4	1	3	3	3	3	1	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	135	161	149	162	161	150	166	0	0	0	0	0	0	1084
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	8	8	11	22	33	0	0	0	0	0	0	85

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	1	1	0	0	0	0	0	0	2

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	4	1	3	3	3	3	1	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	75%	63%	56%				79%	65%	57%
ELA Learning Gains	66%						71%	62%	58%
ELA Lowest 25th Percentile	53%						61%	54%	53%
Math Achievement	83%	51%	50%				80%	70%	63%
Math Learning Gains	79%						77%	66%	62%
Math Lowest 25th Percentile	71%						59%	56%	51%
Science Achievement	73%	69%	59%				72%	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	78%	68%	10%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	79%	64%	15%	58%	21%
Cohort Comparison		-78%				
05	2022					
	2019	79%	62%	17%	56%	23%
Cohort Comparison		-79%				
06	2022					
	2019	74%	64%	10%	54%	20%
Cohort Comparison		-79%				

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	79%	71%	8%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	81%	69%	12%	64%	17%
Cohort Comparison		-79%				
05	2022					
	2019	73%	64%	9%	60%	13%
Cohort Comparison		-81%				
06	2022					
	2019	78%	70%	8%	55%	23%
Cohort Comparison		-73%				

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	71%	63%	8%	53%	18%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-71%				

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	50	59	50	68	66	62	31				
ELL	33	52	36	46	67	71					
ASN	100			83							
BLK	47	58	44	63	63	47	53				
HSP	61	65	44	65	77	81	57				
MUL	50	50		69	71						
WHT	82	68	62	90	82	69	81				
FRL	58	57	57	68	68	64	52				
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	49	54	47	51	35	21	46				
ELL	41	40		45	73						
ASN	92			92							
BLK	52	50	38	56	42		50				
HSP	60	54	31	57	55	47	74				
MUL	68			79							
WHT	82	69	54	83	63	32	85				
FRL	58	55	41	60	52	32	61				
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	51	61	54	48	57	50	36				
ELL	61	63	50	70	67	50					
ASN	100			100							
BLK	53	63	40	53	57	62	9				
HSP	66	63	52	67	61	40	65				
MUL	65	58		76	83						
WHT	85	73	71	86	84	68	82				
FRL	65	66	57	66	67	46	55				

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	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	64
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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	53
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	92
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	54
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	60
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	76
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	61
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?

The mathematics scores increased tremendously. Learning gains and lower quartile learning gains increased dramatically. Fifth grade overall scores were down.

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

The 2022-23 sixth grade students.

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

Progress monitoring data, FSA results, Achieve 300 and formal assessments. The consistency of teacher instruction and content instructional strategies.

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

Mathematics

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

Evaluation of staff to ensure we have strong teachers exposed to students in need. Clear and precise expectations within the classroom, teacher and content accountability, collaboration, PD, classroom visits, and data evaluation.

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

Exposure to grade level content. Instructional strategies that expose students to grade level content, rigor and student accountability to foster higher level thinking.

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.

PES has provided several PD opportunities to teachers. The implementation of FIN with all our staff to ensure the understanding and collaboration with ESE teachers and general education teachers. In-depth PLC norms and expectations to maximize teacher collaboration, common assessments, evaluate content criteria and student work.

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

District led PD opportunities and supports.

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We monitored our current sixth grade students from their fifth grade FSA results. After receiving their 21-22 FSA results, we need to improve their overall cohort group proficiency results. Their cohort dropped three points and scored significantly lower than previous parallel grade level students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If all the teachers are consistent in their classroom instruction, implement differentiated and small group instruction through standards based curriculum, THEN, PES should see an increase in learning proficiency reach at least 71% in ELA and 75% in mathematics.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	I-Ready, Savas instruction, PLCs, small group instruction, DATA chats with Administration, formal and informal observations.
Person responsible for monitoring outcome:	John O'Brian (john.obrian@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The implementation of rigorous and grade level content with fidelity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Exposing all students to grade level and rigorous content will result in students' growth through exposure and building on previous foundational skills. Eureka, Go Math, Savvas, i-Ready, Achieve 3000, teacher data, formal and informal assessments, and walkthroughs.

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.

Exposure to Eureka and Go Math curriculum.
Exposure to Savvas and Achieve 300 curriculum.
Professional Development with guest speakers, FIN, District coaches, classroom visits and modeling lessons.
PLCs (grade level content and vertical format)

Person Responsible   [no one identified]

#2. Positive Culture and Environment specifically relating to Climate Survey Results	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Evaluating the PES Climate Survey and data. We identified areas of need for improvement based on student responses.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	To improve positive peer relations with individuals. The Objective was based on the climate survey result data. After implementing strategies, we will see an increase in students' perspective based on the 2023 climate survey results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	PBIS teams, Attendance team, "7 Mindsets", Character Education and Guidance Lessons. Quarterly meetings to evaluate Attendance concerns, contacting parents, SST meetings with stakeholders and evaluating data to assist in providing resources and interventions to assist students that are at risk.
Person responsible for monitoring outcome:	Courtney Schumacher (courtney.schumacher@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To expose students to what is and how to achieve positive Self-Awareness, and positive peer relations with individuals. We want to ensure students understand self-awareness, and improve school attendance and how they impact peer relationship and self-accountability.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To enhance the Social/Emotional Learning of students at Paterson and how their attendance at school directly has an impact on their personal and academic growth and success.

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.

There will be a pre and post test given to students regarding their understanding of peer relationships.
PBIS, Attendance Team, Discipline and Academic data meetings to identify areas of need and concerns.
Character Trait Lunches
Professional Development for students and staff
MTSS Behavior Plans
7 Mindsets and Character Education Curriculum
Small Group Counseling targeting peer groups

Person Responsible	Mandy Sad (mandy.sad@myoneclay.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After evaluating the 2022 FSA data, we want to show growth in our overall ELA proficiency and learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If all teachers implement differentiated, standards based instruction, small group instruction and researched based interventions parallel with data support, then PES should see learning gains increase at least 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	i-Ready, data PLCs, small group data monitoring, Savvas curriculum, Achieve 3000, formal and informal observations.
Person responsible for monitoring outcome:	Courtney Schumacher (courtney.schumacher@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers analyze data to determine areas of weakness and refers to the standards aligned with learning targets . Evaluate data to ascertain the necessary changes to enhance student learning. Teachers will utilize data to intentionally create groups of students based on their academic needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The implementation of small group instruction, standards based instruction, the evaluation or progress monitoring data and effective strategies to enhance student academic growth.

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.

Integrating small group instructions within the classroom with fidelity.
Professional Development with guest speakers and modeling lessons by curriculum coaches.
PLC's (grade level collaboration and vertical format)

Person Responsible	Courtney Schumacher (courtney.schumacher@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.

PES has a well developed plan for communicating with all stakeholders and history of strong parental and community support throughout the school year. School, activities, etc., information is continuously provided to parents and community through PES social media, phone calls, newsletters, weekly student folders and flyers. PES has several activities throughout the school year that promotes school and community participation.

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

PES has a very strong and active Parent Faculty Association, SAC committee, etc. Parents are often informed of information, invited and involved in decision making that may have an impact on all stakeholders. Paterson has a very strong PFA that has monthly meetings throughout the calendar year in addition to PFA board meetings with PES Administration to collaborate on events, fund raising, business partners, etc.