

Clay County Schools

Rideout Elementary School



2022-23 Schoolwide Improvement Plan

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Rideout Elementary School

3065 APALACHICOLA BLVD, Middleburg, FL 32068

<http://roe.oneclay.net>

Demographics

Principal: Trisha Stewart

Start Date for this Principal: 7/1/2021

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)	52%
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 (62%) 2018-19: A (66%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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3065 APALACHICOLA BLVD, Middleburg, FL 32068

<http://roe.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	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

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.

Our mission is to increase the academic performance of all students. RideOut Elementary, working in conjunction with all stakeholders, will provide a public education experience that is motivating, challenging, and rewarding for all children. Based on the premise that all students can learn, our teachers will provide opportunities for each child to experience maximized academic success within a safe and inviting environment.

Provide the school's vision statement.

RideOut Elementary School exists to prepare life-long learners for personal success in a global and technologically advanced society.

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
Barnett, Tara	Teacher, K-12	The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.
Erwin, Denise	Teacher, K-12	The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.
Stewart, Trisha	Principal	Oversee the school leadership team as they analyze data to identify barriers and implement improvement steps that will increase student achievement.
Repper, Nicholas	Behavior Specialist	The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.
Petelli, Treena	Assistant Principal	Assist with overseeing the school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.
King, Mallory	Other	The school leadership team will analyze data to identify barriers and implement improvement steps that will increase student achievement.

Demographic Information

Principal start date

Thursday 7/1/2021, Trisha Stewart

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.*

7

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.*

12

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

499

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

10

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

12

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	58	75	64	50	65	60	78	0	0	0	0	0	0	450
Attendance below 90 percent	1	7	9	7	6	3	10	0	0	0	0	0	0	43
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	6	4	17	10	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	7	29	4	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	0	0	0	0	0	0	4

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	1	4	3	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	68	69	45	62	49	66	76	0	0	0	0	0	0	435
Attendance below 90 percent	19	12	11	16	10	15	7	0	0	0	0	0	0	90
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 2019 statewide FSA ELA assessment	0	0	0	2	3	2	9	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	5	4	8	0	0	0	0	0	0	18
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	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	3	2	0	0	0	0	0	0	0	0	0	0	0	5
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	68	69	45	62	49	66	76	0	0	0	0	0	0	435
Attendance below 90 percent	19	12	11	16	10	15	7	0	0	0	0	0	0	90
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 2019 statewide FSA ELA assessment	0	0	0	2	3	2	9	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	5	4	8	0	0	0	0	0	0	18
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	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	3	2	0	0	0	0	0	0	0	0	0	0	0	5
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	65%	63%	56%				70%	65%	57%
ELA Learning Gains	60%						71%	62%	58%
ELA Lowest 25th Percentile	44%						56%	54%	53%
Math Achievement	72%	51%	50%				70%	70%	63%
Math Learning Gains	68%						68%	66%	62%
Math Lowest 25th Percentile	59%						59%	56%	51%
Science Achievement	64%	69%	59%				67%	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	71%	68%	3%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	85%	64%	21%	58%	27%
Cohort Comparison		-71%				
05	2022					
	2019	57%	62%	-5%	56%	1%
Cohort Comparison		-85%				
06	2022					
	2019	67%	64%	3%	54%	13%
Cohort Comparison		-57%				

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	75%	71%	4%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	74%	69%	5%	64%	10%
Cohort Comparison		-75%				
05	2022					
	2019	50%	64%	-14%	60%	-10%
Cohort Comparison		-74%				
06	2022					
	2019	81%	70%	11%	55%	26%
Cohort Comparison		-50%				

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	63%	63%	0%	53%	10%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-63%				

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	47	45	43	45	42	43	45				
BLK	21	40		29	40						
HSP	76	65		82	70						
MUL	68	65		82	83						
WHT	65	59	52	70	66	61	58				
FRL	55	55	50	59	63	52	48				
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	38	35		42	52	46	45				
BLK	44			50							
HSP	61	47		79	73		64				
MUL	63			76							
WHT	69	59	57	76	74	65	72				
FRL	56	58		64	73		65				
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	45	60	52	45	60	60	39				
BLK	50	65		50	58						
HSP	74	89		71	74						
MUL	89	67		89	75						
WHT	70	69	47	71	69	64	67				
FRL	63	66	54	60	60	57	59				

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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	7
Percent Tested	99%
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
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	75
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	62
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	55
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, we saw a decrease in proficiency in both ELA and Math for our lowest 25th percentile students. Our students decreased in ELA 21% in 2022 compared to 2021 in ELA. The lowest 25th percentile of students decreased 9% in math from 2021 to 2022. We increased our learning gains for ELA from 2021 to 2022 by 1% moving from 59% to 60%. We maintained our achievement levels in ELA from 2021 to 2022 at 65% for both years. Our math learning gains decreased from 77% in 2021 to 68% in 2022. Our math achievement decreased from a 75% in 2021 to 72% in 2022.

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

The greatest need for improvement at ROE is in the ELA and Math subject areas. More specifically, our lowest 25th percentile of students across grade levels.

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

The contributing factors were new teachers to grade levels and teachers leaving half way through the school year for various reasons. We have developed a schedule where we have time with each grade level for data chats to discuss how we are moving our students. We are improving our PLCs so the work is continuing and teachers can collaborate with other schools to increase the success of our students. We are working with coaches from the district to assist with targeting the power standards and working with our first time teachers on our campus.

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

The data shows that we maintained our ELA achievement from 2021 to 2022.

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

Teachers continued to meet with small groups using a plethora of strategies and our ESE teachers worked with our students that have IEPs on a daily basis.

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

Continuing our purposeful small group instruction, planning intentional PLCs, professional development that focuses on the power standards and placing teachers based on their content area strength.

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.

We will be working with our district coaches in all subject areas to assist with small groups, new curriculum and resources that are being implemented this year and attending trainings on i-Ready, Achieve and Lexia. Our teachers will also be attending professional development that our district offers to improve their craft.

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

We will be meeting with every grade level for our data chats to ensure everyone has a pulse on areas of need and enrichment opportunities. We will continue our vertical planning amongst the grade levels to ensure that prerequisites are being taught for the next grade level.

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.

We will continue to look at RideOut's reading needs throughout the school. We know that reading effects all subject areas and we need to continuously monitor our student's progress. Overall our lowest 25th percentile of students averaged learning gains of 44% in ELA. We will continue to close these gaps and improve teacher capacity to increase these student's achievement levels.

Measurable Outcome:

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

The ELA learning gains for our lowest 25th percentile of students, which includes our ESSA subgroups below 41%, will improve from 44% to 50% from our 2022 PM 1 data on the progress monitoring FAST Assessment to our 2023 PM3 data on the FAST Assessment.

Monitoring:

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

Teachers will be creating intentional small groups in their classrooms and differentiating instruction to ensure every student is being met where they are. Teachers will use Achieve 3000, i-Ready, Lexia, Heggerty and our FAST assessment to monitor student's progress throughout the school year.

Person responsible for monitoring outcome:

Trisha Stewart (trisha.stewart@myoneclay.net)

Evidence-based Strategy:

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

The Savvas curriculum is being used with fidelity as well as intentional small groups where evidence based resources are being implemented. Such as, Lexia, Heggerty, Savvas, Kid Lips and Phonics to Reading small group intervention materials. Achieve 3000 and i-Ready are being used in specific grade levels to increase student's achievement levels.

Rationale for Evidence-based Strategy:

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

Achieve 3000, i-Ready, Savvas, Lexia, Heggarty and Phonics for Reading are all evidence based resources that identifies student's areas of need and then follows up with remediation materials to close the gaps. Guiding students to take ownership of their own academics provides an intrinsic motivation to do their very best.

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.

1. Implementing intentional, differentiated small group instruction

Person Responsible Trisha Stewart (trisha.stewart@myoneclay.net)

2. Providing professional development on all new resources

Person Responsible Treena Petelli (treena.petelli@myoneclay.net)

3. Professional development on the district's initiatives as well as SEL implementation in all classrooms

Person Responsible Trisha Stewart (trisha.stewart@myoneclay.net)

4. Providing continual feedback to teachers

Person Responsible	Trisha Stewart (trisha.stewart@myoneclay.net)
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#2. 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.**

RideOut's math learning gains for our lowest 25th percentile decreased from 68% in 2021 to 59%% in 2022.

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

We will analyze and monitor our i-Ready data and use the small groups that are suggested from the i-Ready program to implement different interventions and resources to close the gaps. From Spring 2021 to Spring 2022, we want to see our math learning gains for our lowest 25th percentile, which includes our ESSA subgroups below 41%, increase from 59% to 62%.

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

Students will be monitored by analyzing i-Ready data closely, evidence based assessments/assignments and teacher observations in the classrooms. As well as, admin walk-throughs.

Person responsible for monitoring outcome:

Trisha Stewart (trisha.stewart@myoneclay.net)

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

Planning intentional small groups using the i-Ready data and teacher input allows for interventions that meet student's areas of need. We will also provide teachers with professional development that increases their capacity and in turn increases student achievement and ownership.

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

Research shows that implementing small group instruction in the classroom increases student achievement. Identifying areas of need and creating small groups to address those needs can benefit all students. Teaching students to develop academic ownership will assist with our student's overall success because they will acquire the intrinsic motivation to want to do their best and track their progress.

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.

1. Implementing intentional, differentiated small groups
2. Professional Development on analyzing i-Ready data
3. Professional Development on i-Ready tool box
4. Professional Development on high expectations, strong instruction, deep engagement, grade appropriate assignments and working on every students SEL
5. Providing continual feedback to reinforce small-group instruction

Person Responsible

Trisha Stewart (trisha.stewart@myoneclay.net)

#3. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description and****Rationale:**

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

Attendance rates have a direct impact on student achievement. The more the students are at school, the more they are exposed to the academics they need to be successful. We will continue to strive for better attendance rates to increase student achievement and to develop the whole child both socially and emotionally.

Measurable**Outcome:**

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

Attendance will be at or above 90% at the end of the 2022-2023 school year. We will focus on our ESSA subgroups below 41% to measure a correlation between attendance and academic success.

Monitoring:

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

Attendance reports will be pulled from Synergy 8 times during the school year on interim days and report card days to monitor student's attendance.

Person responsible for monitoring outcome:

Treena Petelli (treena.petrelli@myoneclay.net)

Evidence-based**Strategy:**

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

We are recognizing students for being Ready, On-time and Engaged during the morning announcements. We are checking attendance percentages every 20 days and recognizing classes on every grade level that have the highest attendance rate. We are actively contacting parents if a student is absent more than 2 days from school. We are scheduling SST meetings to provide support to families who are having difficulties getting their child (ren) to school.

Rationale for Evidence-based**Strategy:**

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

We are recognizing students that are attending school on a regular basis in order to encourage students that may be on the list for early warning signs for attendance. Our SST meetings enable us to look deeper into why students are habitually absent from school.

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.

1. Continue to look at attendance data to identify students with attendance early warning signs
2. Recognize students and classes that have fantastic attendance rates
3. Display attendance data in the hallway on our Attendance Bulletin Board

4. Develop positive relationships with parents and students
5. Continue to contact parents if students miss more than 2 days

Person Responsible Trisha Stewart (trisha.stewart@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.

Our PBIS team is working hard to implement positive reinforcements for attendance, good behavior, and exemplar character traits with the goal being to develop the whole child. We are creating a parent volunteer group that enables parents to get involved with our school. In addition, we are utilizing social media platforms and blackboard to communicate with all stakeholders so information and highlights of our school are shared.

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

Our district has added additional categories on our walkthrough tool that allows administrators to acknowledge when teachers are providing positive feedback to our students in the classrooms. This is a great way to increase positivity throughout our school. Our faculty and staff will distribute the following letters to students: R-O-E-D-Y that represent respect, overcoming obstacles, expecting success, displaying a positive attitude and yearning to learn. Administrators identify ROEDY heroes on a weekly basis for going up and above their role at ROE and make phone calls to the parents of students that have completed their ROEDY character trait sheets. We have also acquired a boulder that parents/teachers can rent to recognize their child for birthdays or special accomplishments. Our goal is to get parents back in the building to assist our teachers and be a part of our environment again.