Plantation Oaks Elementary School

2022-23 Schoolwide Improvement Plan

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Plantation Oaks Elementary School

4150 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://poe.oneclay.net

Demographics

Principal: Kimberly Marks

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-5
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 English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: B (54%) 2017-18: B (59%)
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)

Elementary School
PK-5

2021-22 Title I School

No

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

52%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

75%

School Grades History

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

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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 work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Plantation Oaks Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

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
Marks, Kim	Principal	Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing, and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and ensure proper security, maintenance, and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/ reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/district personnel procedures including: interviewing, hiring, evaluating school staff, and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments. Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment, and other instructional materials necessary to meet the needs of the students. Serve on district-wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to the school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement. Communicate effectively, both orally and in writing, with parents, staff, students, and the

Name	Position Title	Job Duties and Responsibilities
		community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.
Suhr, Casey	Teacher, K-12	The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as
Mastandrea, Danielle		The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students. Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Demonstrate personal enthusiasm and generate student enthusiasm. Become alert to the physical needs of the students. Demonstrate preparation. Demonstrate general knowledge of the subject area. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials, and student input (compensate for individual deprivations). Exhibit good judgment with regard to personal feelings of colleagues, parents, and students. Communicate effectively with others and exhibit a willingness to share ideas and talents with colleagues. Evaluate student's progress and keep appropriate records. Perform other duties as requested by the Principal.

Demographic Information

Principal start date
Thursday 7/1/2021, Kimberly Marks

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.*

14

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

963

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

17

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

21

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	113	129	119	151	116	143	156	0	0	0	0	0	0	927
Attendance below 90 percent	6	11	4	11	8	5	12	0	0	0	0	0	0	57
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 2022 statewide FSA ELA assessment	0	0	0	30	27	22	34	0	0	0	0	0	0	113
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	25	23	41	0	0	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	30	27	22	34	0	0	0	0	0	0	113

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	0	0	0	0	0	0	0	

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	3	10	0	9	0	0	0	0	0	0	0	0	0	22
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 9/12/2022

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	123	126	151	126	150	134	160	0	0	0	0	0	0	970
Attendance below 90 percent	30	26	31	31	66	33	31	0	0	0	0	0	0	248
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	0	0	0	13	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	11	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	22	21	32	0	0	0	0	0	0	0	0	0	75

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	5	3	3	0	2	0	0	0	0	0	0	0	16
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	123	126	151	126	150	134	160	0	0	0	0	0	0	970
Attendance below 90 percent	30	26	31	31	66	33	31	0	0	0	0	0	0	248
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	0	0	0	13	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	11	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	22	21	32	0	0	0	0	0	0	0	0	0	75

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	5	3	3	0	2	0	0	0	0	0	0	0	16
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	60%	63%	56%				63%	65%	57%
ELA Learning Gains	59%						56%	62%	58%
ELA Lowest 25th Percentile	52%						43%	54%	53%
Math Achievement	65%	51%	50%				68%	70%	63%
Math Learning Gains	65%						58%	66%	62%
Math Lowest 25th Percentile	62%						44%	56%	51%
Science Achievement	75%	69%	59%				47%	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	69%	64%	5%	58%	11%
Cohort Comparison		-71%				
05	2022					
	2019	54%	62%	-8%	56%	-2%
Cohort Comparison		-69%				

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	74%	71%	3%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-74%				
05	2022					
	2019	48%	64%	-16%	60%	-12%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	63%	-15%	53%	-5%
Cohort Comparison						

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	27	38	30	40	51	50	50				
ELL	50	59	55	58	66	60	90				
ASN	84	61		95	89						
BLK	51	58	55	55	60	58	67				
HSP	61	68	61	66	70	67	81				
MUL	63	68		75	78	70	70				
WHT	65	50	25	70	58	50	79				
FRL	48	58	40	59	64	63	64				

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	29	37	28	36	52	48	26				
ELL	52	57		57	55	56	50				
ASN	90	67		80	73						
BLK	53	55	46	55	56	55	56				
HSP	55	58	45	58	46	42	58				
MUL	59	50		67	59		45				
WHT	74	68	45	69	68		74				
FRL	50	60	45	59	61	63	49				

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	30	35	34	42	44	35	35				
ELL	55	51	40	52	56	40	38				
ASN	75	59		80	78						
BLK	57	55	50	63	52	39	37				
HSP	65	52	40	65	50	18	48				
MUL	56	44		61	46		30				
WHT	69	62	48	76	67	65	61				
FRL	57	54	44	63	57	43	41				

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	62
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	54
Total Points Earned for the Federal Index	492

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	62
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	82
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	58
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	66
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	57
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	56
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 most notable trend is a decrease in overall proficiency across tested grade levels in both ELA and Math. The learning gains and lowest quartile learning gains certainly went up in regards to both ELA and Math achievement. The variance in these two areas is notable as it seems we did a better job of reaching the students in greatest need of intervention. It doesn't appear at this time that this trend was indicative of a particular subgroup and was more of a representation of the performance of the entire group in both ELA and Math.

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

Proficiency in the area of both Math and ELA has the greatest need for improvement. As learning gains ranked highest across the board in a multitude of areas, general proficiency and achievement are our targets. While continuing the remediation practices for students in need of intervention, we want to raise the bar of expectations for proficiency numbers on the whole group moving forward.

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

Due to students lack of social exposure over the last couple of years, schools are needing to reinforce the social and organizational norms within the brick and mortar style learning. Having students back in

the classroom receiving traditional in-person instruction, should continue to help raise the school's scores to at least the proficiency level from the 2022 school grade calculations.

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

Fifth-grade science proficiency increased. At the same time, the lowest quartile math component increased across the third, fourth, fifth, and sixth grades.

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

Administrator lead intensive PLCs in the area of science helped with a focus on student proficiency and reading in the content area. Additionally adding an additional ESE allocation allowed students in need of remediation and ESE services to have the aide that they needed in terms of math achievement and learning gains for those students most in need. The additional allocation provided for an ESE teacher per grade level and thus allowed those ESE teachers to focus in a greater capacity on the needs of the particular issues facing students learning on that grade level.

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

We are moving towards a new student information management system, that will incorporate data, testing, MTSS, among other things. This new system should allow us to easily monitor students as well as view them as a whole child/student in order to better meet their needs. Additionally, the new ELA curriculum, the BEST standards, and the Lexia program is going to help us accelerate our learning and achievement.

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 have professional learning in the areas of our new student information and data system called Synergy. Additionally, we will have Lexia training available to teachers. We will also continue to offer training on the new BEST standards and our new ELA curriculum.

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

Lexia will be a multi-year platform for students in need of intervention to continue to learn and grow. Additionally, the new student information system makes student data more readily available and easier to use allowing the teacher to make the best decision for students.

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.	A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's ELA proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	POE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population. This will be measured by the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored through school-wide testing with both iReady diagnostics, Achieve3000, as well as the new Savvas testing platform incorporated with our new curriculum. This will also be monitored using PM 1 and PM 2.
Person responsible for monitoring outcome:	Kim Marks (kimberly.marks@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize the iReady toolbox, the new Savvas ELA curriculum, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities for the Savvas curriculum.

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. Common Planning
2. Provide iReady Toolbox
3. Professional Development Opportunities during PLC
4. Utilize District Curriculum Specialists

Person Responsible   Kim Marks (kimberly.marks@myoneclay.net)

#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.**	A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's math proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	POE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population. This will be measured by the FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This will be monitored through school-wide testing with both iReady diagnostics as well as the Synergy testing platform incorporated with our curriculum. This will also be monitored by the PM1 and PM2 FAST assessment.
Person responsible for monitoring outcome:	Kim Marks (kimberly.marks@myoneclay.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will utilize the iReady toolbox, the new Synergy testing platform, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities.

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. Common Planning
2. Provide iReady Toolbox
3. Professional Development Opportunities during PLC
4. Utilize District Curriculum Specialists

Person Responsible   Kim Marks (kimberly.marks@myoneclay.net)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Safeschoolsforale.com as well as data of the school's discipline and referral history shows the need for a reduction in school-wide incidents.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of referrable offenses will be reduced by 10% in the 2022-2023 school year when compared against the previous year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The number of referrals reported will be reviewed throughout the year. Monthly on the PBIS meeting dates.
Person responsible for monitoring outcome:	Kim Marks (kimberly.marks@myoneclay.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Safe schools, PBIS, and 7 mindsets.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Safe schools, PBIS, and 7 mindsets will be utilized to help aid students in their own behavior monitoring as school-wide supports.

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. Teach monthly 7 mindsets lessons
2. Implement the PBIS system school-wide
2. Review each month the number of incidents reported

Person Responsible	Kim Marks (kimberly.marks@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 school completes a Parental Involvement Plan (PFEP), which is available at the
school site. Additionally, we utilize the 7 Mindsets curriculum to promote a healthy climate and culture
throughout the building. We also utilize PBIS protocols for supporting a positive school behavior
management system. We have a PBIS team that meet at least once a month to discuss information and
plan for ways to continue a positive school culture and environment. Our business partners help assist with
planned events at the school. Our school uses our POE Pledge and Cambridge Attribute tickets
schoolwide.

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

Kim Marks - Principal
Anthony Bradley - Assistant Principal
Shari Gouin - Assistant Principal
Aimee Lucas - Guidance Counselor
Melissa Hoppen - Teacher
Ansley Smith - Teacher/ Team Leader

Administration will be responsible for leadership of the climate and culture on the campus. The teachers will
collaborate to bring a positive environment to classrooms. The students actively engage in positive
behaviors after explicit instruction is given using the HAWK pledge and Cambridge attributes. The parents
support the school by encouraging the HAWK ways. Together we build community and business
partnerships to build a positive place to work and live.