Ocean Palms Elementary School

2021-22 Schoolwide Improvement Plan

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Ocean Palms Elementary School

355 LANDRUM LN, Ponte Vedra Beach, FL 32082

http://www-ope.stjohns.k12.fl.us/

Demographics

Principal: Tiffany Cantwell

Start Date for this Principal: 1/1/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2020-21: (79%) 2018-19: A (79%) 2017-18: A (76%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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 St. Johns 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Ocean Palms we inspire students to explore and develop their strengths and passions. We focus on integrity, leadership, and service above self. We commit to fostering a positive, safe, nurturing environment with an emphasis on academic rigor, the arts, athletics, and technology within a vibrant, caring community.
- Our focus is the child.

School Motto - Everyday. Everyone. Everything matters!

Provide the school's vision statement.

Ocean Palms Elementary is where students become leaders:

Lead by example
Encourage others
Accepts challenges
Do the right thing
Explore their passions
Reflect on learning
Strive for academic excellence

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cantwell, Tiffany	Principal	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, School Psychologist, and Instructional Literacy Coach. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year. Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school based-team is implementing RtI, provide continual guidance and support for the effective implementation of RtI. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis ; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Managing current RtI student data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.

Name	Position Title	Job Duties and Responsibilities
		Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success. The school counselors also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and RtI conferences.
Brubaker, Lisa	Assistant Principal	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, School Psychologist, and Instructional Literacy Coach. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year. Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school based-team is implementing RtI, provide continual guidance and support for the effective implementation of RtI.
Pellegrino, Olivia	Guidance Counselor	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, School Psychologist, and Instructional Literacy Coach. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year.

Name	Position Title	Job Duties and Responsibilities
		Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success. The school counselors also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and RtI conferences.
Clark, Courtney	Psychologist	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, School Psychologist, and Instructional Literacy Coach. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Pantano, Julie	Instructional Coach	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, School Psychologist, and Instructional Literacy Coach. They provide data on RtI/MTSS procedures and goals as well as input regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team receives annual training from the district and continues to receive ongoing training throughout the year. Professional Development for RtI/MTSS is conducted for the staff on

Name	Position Title	Job Duties and Responsibilities
		an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year. Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis ; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Managing current RtI student data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.

Demographic Information

Principal start date
Monday 1/1/2018, Tiffany Cantwell

Number of teachers with a 2019 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.*
2

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school
58

Total number of students enrolled at the school
868

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
21

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	95	118	124	136	109	142	0	0	0	0	0	0	0	724
Attendance below 90 percent	5	5	2	5	3	3	0	0	0	0	0	0	0	23
One or more suspensions	0	0	1	3	2	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	8	13	0	0	0	0	0	0	0	0	0	21

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	1	6	1	2	0	0	0	0	0	0	0	10

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	4	6	6	5	3	0	0	0	0	0	0	0	28
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

Wednesday 8/25/2021

2020-21 - As Reported

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	75	106	104	125	95	128	0	0	0	0	0	0	0	633
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 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	5	3	5	1	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	75	106	104	125	95	128	0	0	0	0	0	0	0	633
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 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Retained Students: Current Year	5	3	5	1	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%			86%	75%	57%	87%	72%	56%
ELA Learning Gains	78%			71%	67%	58%	66%	59%	55%
ELA Lowest 25th Percentile	70%			76%	59%	53%	58%	50%	48%
Math Achievement	84%			90%	77%	63%	92%	77%	62%
Math Learning Gains	77%			72%	69%	62%	76%	67%	59%
Math Lowest 25th Percentile	78%			70%	59%	51%	72%	58%	47%
Science Achievement	82%			85%	72%	53%	82%	68%	55%

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
03	2021					
	2019	90%	78%	12%	58%	32%
Cohort Comparison						
04	2021					
	2019	83%	77%	6%	58%	25%
Cohort Comparison		-90%				
05	2021					
	2019	86%	76%	10%	56%	30%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	90%	82%	8%	62%	28%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	92%	82%	10%	64%	28%
Cohort Comparison		-90%				
05	2021					
	2019	87%	80%	7%	60%	27%
Cohort Comparison		-92%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	85%	73%	12%	53%	32%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Data
Fall = percent of students Early on Grade Level or above.
Winter = percent of students Mid On Grade Level or above.
Spring = percent of students Mid On Grade Level or above.

It is important to note the reporting group changes from early on level and above in the Fall to mid on grade level and above for Winter and Spring. Early, Mid, Late Placements are not based on beginning, middle, and end of the year expectations.

Early On-Grade Level reference students who have partially met grade level expectations.

Mid On-Grade Level references students who have met the minimum requirements for expectations of standards in their grade level.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	58	74
	Economically Disadvantaged			
	Students With Disabilities	30	25	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	48	77
	Economically Disadvantaged			
	Students With Disabilities	20	17	
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	50	64
	Economically Disadvantaged			
	Students With Disabilities	10	10	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	36	61
	Economically Disadvantaged			
	Students With Disabilities	19	24	
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74	56	68
	Economically Disadvantaged			
	Students With Disabilities	43	25	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	35	64
	Economically Disadvantaged			
	Students With Disabilities	25	14	
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	52	69
	Economically Disadvantaged			
	Students With Disabilities	30	21	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	49	83
	Economically Disadvantaged			
	Students With Disabilities	15	16	
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	52	54
	Economically Disadvantaged			
	Students With Disabilities	38	14	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	44	73
	Economically Disadvantaged			
	Students With Disabilities	21	17	
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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	54	44	45	54	68	75	65				
ASN	87			91							
BLK	69			23							
HSP	82	75		76	67		75				
MUL	71			86							
WHT	87	80	76	87	82	78	88				
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	62	68	67	65	59	61	64				
ASN	75	64		81	64						
HSP	100			82							
WHT	87	71	75	91	73	71	85				

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
FRL	60			60							

2018 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 2016-17	C & C Accel 2016-17
SWD	67	55	44	74	66	64	54				
ASN	95	65		97	90		100				
HSP	75	56		100	67						
MUL	95	77		95	92						
WHT	87	66	57	91	75	72	82				
FRL	73	50		73	57						

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
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

Asian Students	
Federal Index - Asian Students	89
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	46
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	75
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	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

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	83
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

Our students with disabilities (SWD) subgroup demonstrated a decrease in ELA and growth in Mathematics. Their ELA performance and ELA learning gains significantly decreased from the 2019 to 2021 school year. The same subgroup made great growth in the area of math with overall learning gains 77% and the lowest quartile gains of 77%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall math proficiency and learning gains in ELA for the lowest quartile are two areas that need improvement.

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

In general, students struggle in the area of writing when they transition from third to fourth grade. We tend to see a decline in overall ELA scores from third to fourth and an increase the following year from fourth to fifth. To remedy this situation we have implemented school wide writing expectations that include teachers participating in peer observations of other teachers, professional development in the area of writing, and agreed upon rubrics in grades (K-5). Based on progress monitoring data overall math proficiency is another area of improvement. Throughout the year teachers will be placing more emphasis on numbers and operations and fact fluency in grades (K-5).

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall learning gains in ELA showed a 7% increase and in mathematics a 5% increase.

Learning Gains in ELA:
2021 - 78%
2020 - N/A
2019 - 71%
2018 - 66%

Learning Gains in Mathematics:
2021 - 77%
2020 - N/A
2019 - 72%
2018 - 76%

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

Grade levels meet weekly as a professional learning community (PLC) to evaluate student data and plan for next steps in the areas of ELA and Mathematics. We are adding our own writing initiative with school wide writing expectations this school year.

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

Teachers will use small group instruction targeting specific learning domains based on students' needs to close the achievement gap.

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

Teachers will be trained in targeted interventions to be used at tier 1, 2, and 3 in the classroom. Teachers will also participate in peer observations to increase writing instruction and engagement strategies.

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

To make our plan sustainable we are utilizing teacher experts and modeling instructional strategies during peer observations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our goal is to increase our overall proficiency, learning gains, and gains in the lowest quartile by 2% in ELA. Homeroom teachers will focus on learning gains for all students through the use of common assessments and targeted differentiated instruction as measured by the FSA in 2022. Teachers will identify their lowest quartile students in reading in their homerooms. These students will be monitored monthly and provided targeted intervention to ensure adequate progress and learning gains are being made.
Measurable Outcome:	During the 2020-21 school year, our overall learning gains in ELA increased by 7%. The percentage of students identified in the lowest quartile decreased their overall gains by 6%. However, upon closer review these students outperformed the majority of the elementary schools in their subgroup within our school district. See table below for district placement. Years ELA Proficiency ELA Gains ELA Lowest 25% 2020-2021 85 – First Place Tie 78 – First Place 70 – Second Place 2019-2020 N/A N/A N/A 2018-2019 86 71 76 2017-2018 87 66 58
Monitoring:	Teachers worked collaboratively in Professional Learning Communities (PLC) developing common formative and summative assessments in ELA. They also review students' data to drive instructional decisions. Administration attends meetings and team leaders document data and next steps with agendas and minutes.
Person responsible for monitoring outcome:	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)
Evidence-based Strategy:	Teachers used results from common assessments to make decisions for future changes in content, instruction, and assessments. Teachers planned for students to receive extra support and enrichment opportunities based on data. All students are guaranteed access to the this systematic intervention regardless of the teacher to whom they are assigned.
Rationale for Evidence-based Strategy:	The assessments and materials utilized by teachers are aligned to state standards and provide rigorous levels of questioning.

Action Steps to Implement

1. Grade levels will meet in their weekly PLC meetings to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano.

2. Teachers will develop and submit action plans to administration for review and feedback.

3. Teachers will implement and monitor their action plans using student data and artifacts.

4. Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our goal is to increase our overall proficiency, learning gains, and gains in the lowest quartile by 2% in Mathematics. Homeroom teachers will focus on learning gains for all students through the use of common assessments and targeted differentiated instruction as measured by the FSA in 2022. Teachers will identify their lowest quartile students in reading in their homerooms. These students will be monitored monthly and provided targeted intervention to ensure adequate progress and learning gains are being made.
Measurable Outcome:	During the 2020-21 school year, our overall learning gains in Mathematics increased by 5%. The percentage of students identified in the lowest quartile increased their overall gains by 7%. See table below for district placement. Years Math Proficiency Math Gains Math Lowest 25% 2020-2021 84 – Fifth Place 77 – Third Place 77 – Second Place 2019-2020 N/A N/A N/A 2018-2019 90 72 70 2017-2018 92 76 72
Monitoring:	Teachers worked collaboratively in Professional Learning Communities (PLC) developing common formative and summative assessments in Mathematics. They also review students' data to drive instructional decisions. Administration attends meetings and team leaders document data and next steps with agendas and minutes.
Person responsible for monitoring outcome:	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)
Evidence-based Strategy:	Teachers used results from common assessments to make decisions for future changes in content, instruction, and assessments. Teachers planned for students to receive extra support and enrichment opportunities based on data. All students are guaranteed access to the this systematic intervention regardless of the teacher to whom they are assigned.
Rationale for Evidence-based Strategy:	The assessments and materials utilized by teachers are aligned to state standards and provide rigorous levels of questioning.

Action Steps to Implement

1. Grade levels will meet in their weekly PLC meetings to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano.

2. Teachers will develop and submit action plans to administration for review and feedback.

3. Teachers will implement and monitor their action plans using student data and artifacts.

4. Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Students will be recognized with Positive Paws for demonstrating good character through our school-wide Positive Behavior System (PBS). Through PBS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.
Measurable Outcome:	During the 2020-21 school year, a total of 30,409 Positive Paws were awarded to students who demonstrated good character. Our goal is to increase Positive Paws recognitions by 10%. 20-21 PreK Kinder. First Second Third Fourth Fifth Totals Sept. 602 200 458 505 611 276 367 3,019 Oct. 671 293 458 843 511 481 468 3,725 Nov. 218 234 303 429 442 213 96 1,935 Dec. 283 233 381 492 441 340 444 2,614 Jan. 298 327 623 402 449 438 236 2,773 Feb. 337 329 797 386 546 451 283 3,129 Mar. 227 554 923 625 757 438 232 3,756 Apr. 645 634 915 812 772 465 329 4,572 May 328 359 667 490 608 484 184 3,120 June 145 207 218 205 249 193 549 1,766
Monitoring:	Staff actively monitors students' behavior and acts of service. Staff members reward students with Positive PAWS, verbal praise, and/or redirecting student behavior, as needed, to foster student-teacher and student-student relationships. Positive Paw data is reviewed monthly with our school's core team and monthly at grade level PLC meetings to discuss trends and strategies to increase positive reinforcements and decrease overall discipline referrals.
Person responsible for monitoring outcome:	Lisa Brubaker (lisa.eckert-brubaker@stjohns.k12.fl.us)
Evidence-based Strategy:	All staff members will distribute Positive Paws to students who follow schoolwide expectations and the six Pillars of Character. Students submit their Positive Paws to the library weekly to be entered into a grade level drawing. Students from each grade level are selected to receive SWAG Tags in recognition of their achievement. As an additional incentive at the end of the month a student from every class is selected from a drawing to visit our school store.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. School-wide expectations and a common language has been developed and implemented by all staff members.

2. All staff members attended a PBS training during pre-planning to review protocols and procedures.

3. Students attended an assembly the first week of school to review schoolwide expectation, rewards, and consequences.

4. Teachers use the PBS to develop individual positive behavior systems for their classrooms. Those plans are submitted and reviewed by administration.

5. Behavior data is monitored monthly at Core Team and PLC Meetings.

Person Responsible Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our students with disabilities (SWD) subgroup significantly, decreased in ELA achievement, learning gains, and lowest quartile.
Measurable Outcome:	Our goal is to increase our overall proficiency, learning gains, and gains in the SWD subgroup in ELA by 5% or more in each category. ESE teachers will focus on learning gains for all students through the use of targeted differentiated instruction as measured by the FSA in 2022. These students will be monitored monthly and be provided targeted intervention to ensure adequate progress and learning gains are made. Years SWD ELA Proficiency SWD ELA Gains SWD ELA Lowest 25% 2020-2021 54 44 45 2019-2020 N/A N/A N/A 2018-2019 62 68 67 2017-2018 67 55 44
Monitoring:	ESE Teachers will use progress monitoring data based on each student's intervention to make decisions for future changes in content, instruction, and assessments. Data review will take place during monthly meetings with the core team.
Person responsible for monitoring outcome:	Lisa Brubaker (lisa.eckert-brubaker@stjohns.k12.fl.us)
Evidence-based Strategy:	ESE teachers will implement systematic interventions in small group instruction based on the students' specific area of need. For example, students may be working on phonic, phonological awareness, or reading comprehension.
Rationale for Evidence-based Strategy:	The intervention materials utilized by ESE teachers are aligned to state standards and are target specific.

Action Steps to Implement

1. ESE teachers will meet monthly to review data and share best practices related to the Art and Science of Teaching Framework by Dr. Marzano.

2. Teachers will develop and submit action plans to administration for review and feedback.

3. Teachers will implement and monitor their action plans using student data and artifacts.

4. Administration will monitor action plans monthly during observations and quarterly when teachers submit students' artifacts.

Person Responsible	Lisa Brubaker (lisa.eckert-brubaker@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Ocean Palms is ranked 246 out of 1,395 elementary schools statewide and ranked 8 out of 17 elementary schools in the county. We reported 0.2 incidents per 100 students. When compared to all elementary schools statewide we fall into the very low category regarding incidents. Please reference the Culture and Environment section of this School Improvement Plan to review what we are implementing and monitoring for positive behavior supports.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

At Ocean Palms, fostering student leadership, good character, and community involvement is a priority. Students facilitate and participate in community service projects throughout the school year. To reward students for their good character we recognize them through our school-wide Positive Behavior System (PBS). Through PBS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect. Staff actively monitor students' behavior and acts of service with positive PAWS, verbal praise, and/or redirecting student behavior, as needed, to foster student-teacher and student-student relationships.

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

All stakeholders (staff, students, and parents) are responsible for promoting the positive culture at Ocean Palms Elementary (OPE). Stakeholders lead by example and promote positive messages within the building and on social media. Stakeholders participate in community service projects and facilitate events such as the Fall and Spring Festivals to bring the OPE community together. Administration is responsible for monitoring the school's positive culture and environment. During classroom visits administration looks for the following strategies:
- school and classroom expectations are visible in the classroom,
- behaviors are addressed the same as academics and are viewed as something that is taught,
- a focus on effective prevention,

- a focus on a positive classroom culture, and
- the use of positive school wide language.