Ocean Palms Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 1/6/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2020-21: (79%) 2018-19: A (79%) 2017-18: A (76%)
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 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
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
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. The school principal provides 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. The principal also works closely with the school's Safety Committee to ensure the safety of all our school's students and staff so that meaningful instruction can take place. The principal ensures that all staff comply with the district-wide school site standards.
Brubaker, Lisa	Assistant Principal	The assistant principals evaluate and provide feedback to faculty about their instructional practices. Both assistant principals work closely with the principal and guidance counselors to evaluate and support all students identified by the Early Warning System, plus lower quartile achievers in reading and math, and develop academic and social/emotional support plans for struggling students to ensure nobody slips through the gaps. APs also are responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices. The Assistant principal also serves as LEA.
Johnson, Bradley	Assistant Principal	The assistant principals evaluate and provide feedback to faculty about their instructional practices. Both assistant principals work closely with the principal and guidance counselors to evaluate and support all students identified by the Early Warning System, plus lower quartile achievers in reading and math, and develop academic and social/emotional support plans for struggling students to ensure nobody slips through the gaps. APs also are responsible for providing curriculum resources for all

Name	Position Title	Job Duties and Responsibilities	
			teachers, and for ensuring alignment between state standards and instructional practices. The Assistant principal also serves as LEA.
Pantano, Julie	Instructional Coach		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.
Pellegrino, Olivia	Guidance Counselor		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		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.
Proietto, Michael	Guidance Counselor		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

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Saturday 1/6/2018, Tiffany Cantwell

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.*

49

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.*

53

Total number of teacher positions allocated to the school

67

Total number of students enrolled at the school

910

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

15

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

25

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	127	137	151	150	171	133	0	0	0	0	0	0	0	869
Attendance below 90 percent	14	9	10	10	14	9	0	0	0	0	0	0	0	66
One or more suspensions	0	1	3	4	3	1	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	1	2	5	0	0	0	0	0	0	0	8
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	3	3	9	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	4	10	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	2	6	4	7	0	0	0	0	0	0	0	19

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	2	0	2	0	0	0	0	0	0	0	0	0	7
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 9/5/2022

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	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	

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	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	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	74%	56%	85%			86%	75%	57%
ELA Learning Gains	68%	66%	61%	78%			71%	67%	58%
ELA Lowest 25th Percentile	62%	54%	52%	70%			76%	59%	53%
Math Achievement	81%	77%	60%	84%			90%	77%	63%
Math Learning Gains	77%	69%	64%	77%			72%	69%	62%
Math Lowest 25th Percentile	54%	56%	55%	78%			70%	59%	51%
Science Achievement	80%	69%	51%	82%			85%	72%	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	90%	78%	12%	58%	32%
Cohort Comparison		0%				
04	2022					
	2019	83%	77%	6%	58%	25%
Cohort Comparison		-90%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	86%	76%	10%	56%	30%
Cohort Comparison		-83%				

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	90%	82%	8%	62%	28%
Cohort Comparison		0%				
04	2022					
	2019	92%	82%	10%	64%	28%
Cohort Comparison		-90%				
05	2022					
	2019	87%	80%	7%	60%	27%
Cohort Comparison		-92%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	85%	73%	12%	53%	32%
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	46	58	50	52	64	50	36				
ASN	83	50		93	94		82				
BLK	56			44							
HSP	72	68		82	81		82				
MUL	64	73		67	70						
WHT	81	70	70	82	77	59	81				
FRL	57	56	45	43	44	29					

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				
FRL	60			60							

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	72
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	501
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
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

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
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	50
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	77
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	69
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	74
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	46
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?

Our students with disabilities subgroup performed significantly lower across all subject areas compared to previous years.

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

Our students with disabilities (SWD) demonstrate the greatest need for improvement across all subject areas.

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

Possible contributing factors to the significant decrease in performance data for students in the subgroup (SWD) may be: 1. Change in staffing due to teacher resignations mid-year in two fourth grade classrooms and 1 fifth grade classroom. 2. Implementation of new intervention materials with (SWD). 3. The student to teacher ratio for support facilitation teachers. 4. Students' lack of reading and writing skills. 5. Students' lack of math fact fluency skills. 6. Students' lack of background knowledge and hands on science experience.

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

We were able to maintain our overall learning gains in the area of mathematics.

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

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.

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

Reading and writing is an act of composing that engages students in observation, imagining, questioning, and reflection. When composing students make connections that strengthens their understanding of the content. By focusing on reading and writing across content areas our goal is to increase students' comprehension, learning gains in all content areas, and students' overall communication skills. Grade levels will also focus on increasing students' math fact fluency and number

sense. Grade levels will review essential math standards with collaborative teams, analyze progress monitoring data, and plan individualized interventions.

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.

(K-5) Teachers will participate in monthly professional development on how to teach genre writing and incorporate writing into all content areas.

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

We are using building experts and teachers are participating in peer observations to learn new teaching strategies. Teachers will also compare students work samples to create grade level exemplars and grading rubrics. No additional resources will be purchased.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Reading and writing is an act of composing that engages students in observation, imagining, questioning, and reflection. When composing students make connections that strengthens their understanding of the content. By focusing on reading and writing across content areas our goal is to increase students' comprehension, learning gains in all content areas, and students' overall communication skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall increase in ELA proficiency in all content areas by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will participate in monthly professional development and receive feedback regarding their instructional practice from our leadership team during their PLC meetings and classroom observations/walkthroughs.
Person responsible for monitoring outcome:	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will implement high yield instructional strategies according to Dr. Marzano. Teachers will explicitly teach students how to identify and summarize critical content across content areas. Observable evidence will be: • Instruction and student work that involves text-based activities and discussions that focus on written responses, summaries, and note taking. • Provide frequent opportunities for evidence based discussions and writing to support analyses and well-defended claims about texts. • Require students to use evidence from the text to demonstrate understanding and support their inference and conclusions about the text. • Responses to questions focus on the impact of specific word choices, phrases, and sentences in text with emphasis on those words and phrases that are significant to the meaning of the text. • Responses to questions and tasks that demonstrate students' abilities to explain their thinking about key elements and central ideas of texts and produce specific reasons for their thoughts that are grounded in evidence.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Due to the pandemic we have seen an overall lack of writing ability and stamina. Students are scanning content rather than reading and they lack the ability to appropriately summarize content.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#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.**	Grade levels will also focus on increasing students' math fact fluency and number sense. Grade levels will review essential math standards with as collaborative teams, analyze progress monitoring data, and plan individualized interventions.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Overall increase in proficiency in mathematics by 3%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Identify students in lowest quartile and students with disabilities. 2. Identify weaknesses and implement interventions 3. Monitor plan with F.A.S.T data and grade level formative data
Person responsible for monitoring outcome:	Lisa Brubaker (lisa.eckert-brubaker@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	During PLC meetings teams will target math skills for our lowest quartile students for remediation and reteaching.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We have implemented PLC Wednesdays to allow for teachers to work collaboratively to identify students in lowest quartile, identify specific weaknesses, and implement interventions in the classroom.

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Character Counts	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To maintained a positive school culture and environment our school focuses on positive reinforcement and recognition for good character. All staff members are trained on school wide expectations and use the same verbiage with students to reinforce positive behaviors.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All staff members distribute positive paws to students throughout the school day. Students submit their positive paws to the library for a weekly drawing to earn swag tags and the opportunity to go to our school store, The Otter Outpost.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We track the number of positive paws distributed to students each month and compare it by grade level to our discipline data.
Person responsible for monitoring outcome:	Tiffany Cantwell (tiffany.cantwell@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All teachers shall implement a positive reinforcement plan in their classrooms and PreK-2 teachers will engage in Conscious Discipline strategies throughout the day to help students identify mood and use breathing techniques to deescalate the behaviors or anxiety. Our Guidance Counselors also provide Character Counts lessons to reinforce the pillars of good character.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our goal is to reduce discipline incidents by teaching students appropriate replacement behaviors and rewarding them for desired behaviors. These strategies are rooted in our school wide PBIS program, Conscious Discipline, and Character Counts.

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.

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our goal is to increase learning gains for all students in reading and mathematics. The subgroup who demonstrated the greatest decrease was our students with disabilities (SWD) during the 2021-2022 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase our learning gains by 3% in both reading and math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will participate in monthly professional development and receive feedback regarding their instructional practice from our leadership team during their PLC meetings and classroom observations/walkthroughs.
Person responsible for monitoring outcome:	Julie Pantano (julie.pantano@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will implement high yield instructional strategies according to Dr. Marzano. Grade levels will meet in their Professional Learning Community (PLC) to review student data and develop standards based formative and summative assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers will follow state standards and district curriculum. They will provide small group instruction to monitor students' understanding of standards. Teachers will frontload vocabulary and provide phonics instruction to build the foundational skills in the area of reading to close the achievement gap. In mathematics, every grade level will focus on increasing students' fact fluency and overall academic stamina.

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.

No action steps were entered for this area of focus

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.

Students are 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.

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

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.