

Clay County Schools

Oakleaf Junior High



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	17
Budget to Support Goals	19

Oakleaf Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://olj.oneclay.net

Demographics

Principal: Wilnitra Dixon

Start Date for this Principal: 6/7/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2018-19 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	2018-19: A (65%) 2017-18: A (64%) 2016-17: B (57%) 2015-16: B (55%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	17
Budget to Support Goals	19

Oakleaf Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://olj.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>39%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>62%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Oakleaf Junior High School creates a positive learning community which promotes a culture of motivation, citizenship, and overall academic excellence.

Provide the school's vision statement.

The vision of Oakleaf Junior High exists to prepare life long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Rousseau, Kristin	Principal	
Graham, Christy	Assistant Principal	
Bucklin, Sara	Teacher, K-12	
Rowe, Janet	Teacher, K-12	
James, Dustin	Assistant Principal	
McMurray, Ricky	Teacher, K-12	
Thomas, Scott	Assistant Principal	
Boercherding, Greg	Teacher, K-12	
Britt, Yalonda	Teacher, K-12	

Early Warning Systems

Current Year

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	0	0	0	0	0	0	0	576	594	0	0	0	0	1170
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	7	6	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	78	174	0	0	0	0	252

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	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	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

69

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	3	0	1	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	4	2	5	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	14	4	0	0	0	0	0	18

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	4	1	2	0	0	0	0	7

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	3	0	1	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	4	2	5	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	14	4	0	0	0	0	0	18

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	4	1	2	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	61%	54%	55%	60%	52%
ELA Learning Gains	61%	58%	54%	53%	58%	54%
ELA Lowest 25th Percentile	53%	49%	47%	46%	45%	44%
Math Achievement	67%	69%	58%	61%	69%	56%
Math Learning Gains	70%	63%	57%	57%	65%	57%
Math Lowest 25th Percentile	56%	56%	51%	48%	53%	50%
Science Achievement	69%	66%	51%	61%	60%	50%
Social Studies Achievement	83%	81%	72%	77%	81%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	576 (0)	594 (0)	1170 (0)
Attendance below 90 percent	0 (3)	0 (0)	0 (1)	0 (4)
One or more suspensions	0 (4)	7 (2)	6 (5)	13 (11)
Course failure in ELA or Math	0 (0)	0 (1)	0 (3)	0 (4)
Level 1 on statewide assessment	0 (14)	78 (4)	174 (0)	252 (18)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	59%	63%	-4%	52%	7%
Cohort Comparison						
07	2019	58%	59%	-1%	52%	6%
	2018	56%	54%	2%	51%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		2%				
Cohort Comparison		-1%				
08	2019	63%	62%	1%	56%	7%
	2018	67%	67%	0%	58%	9%
Same Grade Comparison		-4%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	58%	68%	-10%	52%	6%
Cohort Comparison						
07	2019	62%	63%	-1%	54%	8%
	2018	57%	58%	-1%	54%	3%
Same Grade Comparison		5%				
Cohort Comparison		4%				
08	2019	54%	49%	5%	46%	8%
	2018	59%	52%	7%	45%	14%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	66%	64%	2%	48%	18%
	2018	67%	67%	0%	50%	17%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	90%	-90%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	80%	3%	71%	12%
2018	82%	78%	4%	71%	11%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	65%	31%	61%	35%
2018	94%	66%	28%	62%	32%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	64%	36%	57%	43%
2018	98%	61%	37%	56%	42%
Compare		2%			

Subgroup Data

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	24	43	36	28	54	49	37	56	41		
ELL	21	53	56	25	63	71	17	76			
ASN	72	58		82	77		74	88	88		
BLK	52	55	49	51	63	56	58	78	67		
HSP	62	61	60	68	72	56	65	86	66		
MUL	68	61	47	77	77	73	79	85	70		
WHT	68	66	59	79	74	54	79	86	68		
FRL	51	55	45	58	66	56	55	76	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	23	43	41	32	55	53	31	59			
ELL	20	57	54	33	57	43	40	42			
ASN	78	71	60	85	72	64	74	85	66		
BLK	53	58	48	51	52	47	62	79	56		
HSP	60	61	56	66	63	57	63	78	72		
MUL	62	65	71	70	65	59	68	82	72		
PAC	77	62		69	69						
WHT	67	63	55	71	68	65	76	86	68		
FRL	54	58	50	55	55	48	59	79	50		

2017 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 2015-16	C & C Accel 2015-16
SWD	22	42	41	23	39	35	28	47	58		
ELL	26	41	37	33	43	32	44	27			
ASN	67	55	69	75	64	67	73	91	69		
BLK	47	51	44	51	56	51	49	71	44		
HSP	54	51	43	54	53	35	55	71	52		
MUL	54	53	50	62	59	56	71	68	68		
PAC	55	40		67	45						
WHT	61	56	47	69	59	47	70	83	53		
FRL	44	51	45	48	52	45	49	69	34		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
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	58
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	10
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%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lowest 25th Percentile showed the lowest performance. This continues to be an area of focus and an emphasis in this years improvement plan.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Achievement and Lowest 25th Percentile each declined by 1%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Learning Gains was 13% higher than the state average. Common planning, attention to the lower quartile, and a math lab contributed.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains increased by 8%. Common planning, attention to the lower quartile, and a math lab contributed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students that had a level 1 on state assessments is an are of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase achievement of the lower quartile.
2. Increase Learning Gains.
3. Increase state assessment passing rates.
4. Increase the number of students taking advanced/high school level classes.
5. Strengthen PBIS and SEL.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Positive Behavior Support Strategies and Social Emotional Learning
Rationale	If positive behavior support strategies and social emotional learning are implemented and practiced across all grade levels, an increase in desired student behavior will occur.
State the measurable outcome the school plans to achieve	An increase in student assessment data and a decrease in student discipline data.
Person responsible for monitoring outcome	Scott Thomas (scott.thomas@myoneclay.net)
Evidence-based Strategy	PBIS tier 1, 2, and 3 interventions and the incorporation of social emotional learning.
Rationale for Evidence-based Strategy	Student involvement in Social Emotional Learning has been shown to increase student achievement, increase attendance, increase high school graduation rates, and decrease student discipline data. PBIS tier 1, 2, and 3 interventions help students based on their individual needs to promote student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of 7 Mindsets SEL 2. PBIS Training for staff 3. 3 C's Male Mentor Program 4. Parent Involvement Program 5.
Person Responsible	Scott Thomas (scott.thomas@myoneclay.net)

#2	
Title	Content area teachers incorporating intervention strategies to realize gains in Reading
Rationale	If content area teachers incorporate targeted intervention strategies and blended learning tools across the content areas then all groups will realize gains in reading.
State the measurable outcome the school plans to achieve	An increase in student achievement and learning gains on state assessments.
Person responsible for monitoring outcome	Kristin Rousseau (kristin.rousseau@myoneclay.net)
Evidence-based Strategy	<p>The school will:</p> <ol style="list-style-type: none"> 1. Use the district framework structure for instruction 2. Use Achieve 3000 cross curricular 3. Use Accelerated Reader 4. Utilize common planning 5. Utilize whole group professional development for training with a focus on literacy and student engagement 6. Use the AVID program
Rationale for Evidence-based Strategy	Each of the strategies/programs have been shown to increase student achievement and promote learning gains.
Action Step	
Description	<p>Monitor progress with the following tools:</p> <ol style="list-style-type: none"> 1. Data chats 2. Student work samples collected and reviewed 3. Classroom observations 4. Learning walks 5. Collaborative meetings between Administration and Teachers
Person Responsible	Kristin Rousseau (kristin.rousseau@myoneclay.net)

#3	
Title	Math teachers focus strategies to increase gains among lowest quartile students
Rationale	If math teachers target instructional strategies for the bottom quartile students and learners near proficiency, then overall proficiency will increase.
State the measurable outcome the school plans to achieve	Gains in math proficiency on state assessments.
Person responsible for monitoring outcome	Dustin James (dustin.james@myoneclay.net)
Evidence-based Strategy	The school will: 1. Use I-Ready 2. Utilize a math success lab 3. Follow the framework for intentional teaching 4. Offer tutoring before and after school by teachers 5. Offer the AVID curriculum
Rationale for Evidence-based Strategy	These programs have already been proven to improve student achievement in math.
Action Step	
Description	Monitor progress with the following tools: 1. Data chats 2. Student work samples 3. I-Ready scores 4. Learning walks 5. Administration and teacher meetings
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Oakleaf Junior High School depends on parental support and active participation in every aspect of our school's development. We have been fortunate to have many actively involved parents working alongside us, supporting our educational goals and objectives. Parents are involved in all aspects, from the Parent Volunteer Organization, the School Advisory Committee, OLJH athletics, Science fair judges,

chaperoning field trips, health screens, school pictures, and a host of other volunteer opportunities. Our school website keeps interested parents informed of upcoming school events. Parents are encouraged to create a Focus account where they can view student grades, and attendance. At Open House parents are able to meet teachers and learn about teacher expectations and parents are encouraged to email teachers with any concerns. We maintain a FaceBook School connection as well as a large number of teachers maintain class websites. Additionally there are school specific updates on the OneClay app. (PIP is Title I Schools only)

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Oakleaf ensures equitable learning environments for diverse students and their families. This year, we have implemented the 7 Mindsets curriculum, which is a Social-Emotional for students. Each weeks students will participate in a lesson that focuses on a mindset to improve student achievement and thought process. Our school fully utilizes three guidance counselors, incorporating guidance referrals from teachers, open-door policy with students and parents especially regarding conferences, and active involvement in social programs (ie. Red Ribbon week, Community Service programs, and Bully prevention). The Safe and Civil Schools Foundations team is used to refine safety needs, behavior management, and school climate on campus. Teachers and parents access up to date grade books, parent communication, and student records through the county provided Focus program. Our school based Military family liaison promotes communication between home and school for all deployed and active military families with programs such as Lunch Bunch. Positive Peer Interaction groups utilize the (SAP) Student Assistance Counselor through Clay Behavioral and other community referral services. Our school based Mental Health Counselor is available on a case by case basis for students with social and /or emotional needs that require a routine follow up. Teachers and counselors receive Suicide Prevention Training, QPR, to promote awareness of warning signs and community resources available. The AVID program additionally works on organization, goal setting, and teamwork. Our Yellow Jacket peer mentor program, (JAMS), focuses on supporting new students' positive assimilation into the Junior High culture. To foster a successful transition from elementary school, OLJHS initiated a one day Buzz Camp for 7th grade students during the summer break. The school social worker links school, family and community resources for students struggling with attendance, poor performance, and family issues. Oakleaf offers the 3C's Initiative(Courage, Character and Commitment) to a small group of selected boys for character building and mentoring.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Oakleaf Jr. High offers incoming seventh graders the opportunity to attend our Buzz Camp. Buzz Camp is a fun day of learning all about their new school while making new friends and getting to know teachers and junior high rules and routines. Our eighth grade students have the opportunity to attend high school Academy information sessions and visit the guidance offices at the local high schools. Teachers are available during new student orientation to meet students and explain the supplies needed. Our guidance counselors visit the fifth graders at local elementary schools to discuss expectations, classes and summer reading. Additionally, our neighboring high school brings in pertinent information regarding high school academies which affords 8th grade students smooth transition to next level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams.

Professional Development is offered and attendance is strongly encouraged in each of the following areas: Framework for Intentional Teaching, MTSS initiation and management, ESOL learning strategies, Digital Classroom Resources, Writing across the curriculum with specific training on the FSA writing rubric.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

This year Oakleaf has begun the Cambridge program. This program is a Pre-AICE program for accelerated learners. AVID (Advancement Via Individual Determination) is a program that places a premium on focused note taking, organization, teamwork, goal setting and study strategies. Take Stock in Children college scholarships, Industry Certifications in Agriculture, Keyboarding-CTE, Future Farmers of America, Health and Consumer Science, Fellowship of Christian Athletes, Athletic Sponsors, Yearbook, Band, Chorus, Student Council, National Jr. Honor Society, Science Fair, Future Business Leaders of America, 3C's (Male Enrichment Program) are other avenues for college and career awareness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Positive Behavior Support Strategies and Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Content area teachers incorporating intervention strategies to realize gains in Reading	\$0.00
3	III.A.	Areas of Focus: Math teachers focus strategies to increase gains among lowest quartile students	\$0.00
Total:			\$0.00