Oak Hill Academy

2020-21 Schoolwide Improvement Plan

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Oak Hill Academy

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

http://www.duvalschools.org/oakhill

Demographics

Principal: Stephanie Smith   Start Date for this Principal: 7/27/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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 Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oak Hill Academy is to continually motivate and encourage all students to achieve their goals using highly engaging curricula and technology while incorporating the use of research-based instructional strategies and interventions.

Provide the school's vision statement.

The vision of Oak Hill Academy is to provide students with autism spectrum disorders or related disabilities a unique educational environment that is dedicated to providing individualized, intensive and effective instruction that will allow students to maximize progress in the areas of academics, communication, social skills, and behavior.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Smith, Stephanie	Principal	Teams members include the Principal; Guidance Counselor; BCBA; CSS Coach. Members of the school's leadership teams work in conjunction with the classroom teachers and support staff to be sure that students are working towards expected goals. Members of these teams are responsible for creating and monitoring behaviors and classroom environments to best meet student needs. Methods for assessing needs include: focus walks geared towards specific instructional components; mentoring teachers and staff; providing training and/or in class support; designing plans of action and next steps to support progress towards school improvement goals.
herring, rodney	Assistant Principal	Testing coordinator, scheduling, evaluation

Demographic Information

Principal start date
Wednesday 7/27/2016, Stephanie Smith

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.*

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
30

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	CS&I
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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	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 7/27/2020

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**	
Number of students enrolled	22	17	25	19	21	13	12	12	0	0	0	0	0	141
Attendance below 90 percent	8	4	12	3	5	5	3	1	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	22	17	25	19	21	13	12	12	0	0	0	0	0	141
Attendance below 90 percent	8	4	12	3	5	5	3	1	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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
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	0%	54%	61%	0%	50%	57%
ELA Learning Gains	0%	56%	59%	0%	54%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	47%	51%
Math Achievement	0%	57%	62%	0%	52%	58%
Math Learning Gains	0%	57%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	46%	50%
Science Achievement	0%	50%	56%	0%	47%	53%
Social Studies Achievement	0%	76%	78%	0%	76%	75%

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Grade Level Data
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	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
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					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	16	24	40	17	22	18					
BLK	14	30		11	11						
WHT	12	18		18	36						
FRL	9	29		9	25						
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
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

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)	CS&I
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

Lowest performing component is Math and ELA Grades 3-5. Difficulty creating tasks that will engage students for long periods of time that are also aligned to grade-level state standards. Students have deficits in prerequisite learning skills such as attending and responding.

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

Greatest decline component ELA Grades 3-5. Difficulty creating tasks that will engage students for long periods of time that are also aligned to grade-level state standards.

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.

Difficulty creating tasks that will engage students for long periods of time.

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

Students participating in Datafolio showed growth in areas that had not previously. Appropriate students were identified and progress measured appropriately.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance continues to be a concern for our students. Guidance specialist will be conducting attendance intervention meetings beginning in October.

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

1. Proficiency (FSAA Level 3) in ELA grades 3-5
2. Proficiency (FSAA Level 3) in Math grades 3-5
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Classrooms at Oak Hill Academy show deficits in planning and implementation of standards-based instruction aligned to school-designed pacing guide. A review of the FSAA data, STAR Data, Quality Program Indicators and Classroom Walk-through Rubric information showed that students across all classrooms are demonstrating only partial understanding of standards and classroom staff are not utilizing resources provided with fidelity.
Measurable Outcome:	Increase the number of students who demonstrate learning gains in Reading and Math in grades 3-8 taking the Florida State Alternate Assessment by 10% as well as improvements in school-based individual assessment data. Classroom Walk-Through and QPI data should also reflect improvement in alignment and implementation.
Person responsible for monitoring outcome:	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy:	Implementation of facilitated common planning sessions will be held weekly to ensure that lessons and activities are planned to align with standards and the pacing guide. The common planning sessions will include all classroom staff to ensure that goals and objectives of each activity are understood by those responsible for the instruction.
Rationale for Evidence-based Strategy:	Teachers and classroom staff need to collaborate on classroom instruction to ensure all standards are being addressed. This will lead to improved learning gains for all students.

Action Steps to Implement

Provide teachers in-depth training in curriculum and provide follow-up coaching and modeling as needed.

Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

Admin will review lesson plans and monitor implementation. Regular reviews of monthly assessment data geared at identifying deficits on standards being assessed.

Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

Participate in standards-aligned PLCC teachers and staff will attend and engage in regularly scheduled common planning. Provide support to paraprofessionals who will be included in PLCC

Person Responsible	rodney herring (herringr@duvalschools.org)

#2. Other specifically relating to Collective Responsibility and Collaborative Teaching	
Area of Focus Description and Rationale:	In schools with strong Collaborative Practices, teachers and staff share a strong sense of responsibility for student development, school improvement and professional growth. Based on results of the 5Essentials Survey, staff indicated that they did not have enough opportunity to collaborate, observe and receive feedback from colleagues.
Measurable Outcome:	The 5Essentials survey data should reflect and overall improvement of at least 30 points in the Collaborative Practices data for the upcoming survey window..
Person responsible for monitoring outcome:	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy:	As recommended by UChicago, a school-wide schedule has been developed to allow for weekly common planning and collaborative sessions to occur. Schedule will also allow teachers the opportunity to observe peer instruction and provide each other feedback on instruction.
Rationale for Evidence-based Strategy:	When teachers observe each others' practice, and work together to review assessment data and develop instructional strategies, they are more likely to indicate that they have participated in collaborative practices.

Action Steps to Implement

Complete Back to School PD as provided by UChicago

Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

Attend common planning sessions and meet frequently with instructional coaches to provide facilitation goals.

Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

Adjust schedule as needed to allow for opportunities to collaborate and observe peer instruction.

Person Responsible	rodney herring (herringr@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance Intervention Meetings will occur each 9-weeks to address students who have been identified on the Early Warning System.

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 ensuring all stakeholders are involved.

At Oak Hill Academy a schedule of trainings that will be provided to all parents, meeting and training dates, as well as a calendar for other school events open for their participation. Meetings and trainings will be designed to provide parents with information on how we can best make academic programs functionally appropriate, instructionally rigorous and motivating for our students with intellectual Disabilities. Parents will also be encouraged to become involved with the School PTA, School Advisory Council (SAC), school enrichment programs, trainings and in their child's classroom activities. Training information will be provided for parents on how they can help reinforce the instructional programs and their child's skill development at home as well as provide some of the tools to do that. At all meetings and activities, parents will be offered a response form on which to provide feedback. Parents are always welcome to schedule conferences and request special meetings to clarify expectations for their child's instruction or other needs. These conferences may be held face-to-face, by phone or email. Information to parents will be disseminated via phone, informational flyers and memos, email and a monthly school newsletter and website. We will be able to monitor by accessing the Parent Link reports and we will be including a statement on the activity evaluations that ask parents how they received the information.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.A.	Areas of Focus: Other: Collective Responsibility and Collaborative Teaching	$0.00
		Total:	$0.00