

Clay County Schools

# Oakleaf Village Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.oneclay.net>

## Demographics

**Principal: Jason Martin**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (62%) 2017-18: A (65%) 2016-17: B (58%) 2015-16: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.oneclay.net>

### 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)
Elementary School PK-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

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<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.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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



Name	Title	Job Duties and Responsibilities
Gilliam, Chernell	Assistant Principal	Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place.
Freeze, Ann	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place.
Russo, Jane	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place.
Cheeseman, Julie	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place.
Williams, Kayla	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place.
Hurlock, Lisa	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place.
Brown, Alan	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place.

## Demographic Information

### Principal start date

Wednesday 7/1/2020, Jason Martin

**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.*

6

**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.*

18

**Total number of teacher positions allocated to the school**

72

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2019-20 ESSA Subgroups Represented</b> (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
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<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	124	118	140	121	118	145	157	0	0	0	0	0	0	923
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	11	17	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	22	0	0	0	0	0	0	31

#### 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

Wednesday 9/30/2020

#### 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	0	0	0	0	1	3	1	0	0	0	0	0	0	5
Attendance below 90 percent	0	0	0	0	1	3	1	0	0	0	0	0	0	5
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	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	1	3	1	0	0	0	0	0	0	5

#### 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	1	1	0	0	0	0	0	0	0	2

#### 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	

**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	123	118	140	121	118	145	157	0	0	0	0	0	0	922
Attendance below 90 percent	0	0	0	0	1	3	1	0	0	0	0	0	0	5
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	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	28	31	1	0	0	0	0	0	0	60

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	1	1	0	0	0	0	0	0	0	2

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	

## 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	67%	65%	57%	62%	62%	55%
ELA Learning Gains	61%	62%	58%	61%	61%	57%
ELA Lowest 25th Percentile	48%	54%	53%	43%	54%	52%
Math Achievement	75%	70%	63%	71%	64%	61%
Math Learning Gains	66%	66%	62%	62%	60%	61%
Math Lowest 25th Percentile	47%	56%	51%	45%	52%	51%
Science Achievement	68%	65%	53%	60%	55%	51%

**EWS Indicators as Input Earlier in the Survey**

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

**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	68%	68%	0%	58%	10%
	2018	72%	68%	4%	57%	15%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	69%	64%	5%	58%	11%
	2018	63%	62%	1%	56%	7%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2019	66%	62%	4%	56%	10%
	2018	69%	59%	10%	55%	14%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	71%	5%	62%	14%
	2018	77%	70%	7%	62%	15%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	73%	69%	4%	64%	9%
	2018	64%	66%	-2%	62%	2%
Same Grade Comparison		9%				
Cohort Comparison		-4%				
05	2019	71%	64%	7%	60%	11%
	2018	78%	65%	13%	61%	17%
Same Grade Comparison		-7%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	63%	1%	53%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	67%	64%	3%	55%	12%
Same Grade Comparison		-3%				
Cohort Comparison						

### 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	46	53	48	50	50	39	46				
ELL	31	55		62	67						
ASN	73	70		91	78		100				
BLK	53	56	40	57	55	40	52				
HSP	65	62	50	78	70	40	62				
MUL	68	67	70	68	58	33	70				
WHT	77	61	52	84	72	63	78				
FRL	57	53	43	64	59	37	50				
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	50	53	50	51	59	41	47				
ELL	60			80							
ASN	90	83		100	91		77				
BLK	54	54	44	57	62	45	52				
HSP	72	69		88	80	83	65				
MUL	72	55		69	77		71				
WHT	76	70	52	82	68	50	78				
FRL	64	60	51	69	66	54	58				
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	42	47	34	51	47	35	29				
ASN	83	81		93	71						
BLK	41	51	47	56	51	33	46				
HSP	73	74		77	69	82	71				
MUL	56	47		67	71						
WHT	71	61	38	77	65	53	63				
FRL	52	56	43	62	57	39	62				

### 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	61
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	55
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	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	61

Hispanic Students	
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	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	70
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

English Language Learners(ELL) and Students with Disabilities(SWD) showed the lowest performance.

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

The greatest decline was in the area of ELA Learning gains. This area decreased 5% from 66% to 61%.

**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.**



The lowest quartile showed the greatest gap in math achievement when compared to the state average.

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

Science achievement remained the same with no change at 68%. Student performance in the areas of math and ELA declined from 2018 to 2019.

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

Concerns: ELA LQ and Math

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

1. PBIS: School-wide
2. English Language Learners (ELL)
3. Students with Disabilities (SWD)
- 4.
- 5.

### Part III: Planning for Improvement

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports****Area of Focus Description and Rationale:**

The key to establishing an effective school-wide discipline plan is to have well defined expectations, ensure consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports. The objective of the PBIS committee is to provide a guide for an instructional approach to discipline that includes all students. In addition, the PBIS committee includes representatives from each department to plan school-wide activities to encourage and reward positive characteristics in the following categories: Safety, Responsibility, Appropriate Actions, and Respect.

Examples of expectations include:

- \*Clear expectations about what positive behaviors and success in the classroom look like.
- \*Providing consistent and fair responses to inappropriate behavior.
- \*A proactive approach to address anticipated behavioral concerns.
- \*Teach and model behavior expectations using clear and consistent language and practices school wide.

**Measurable Outcome:**

The objective is to increase positive behavior recognition/referrals while reducing the amount of Refocus Forms and discipline referrals by 10%. Positive referrals/tickets will be tracked and compared to discipline referrals submitted during the year.

**Person responsible for monitoring outcome:**

Wilnitra Dixon (wilnitra.dixon@myoneclay.net)

**Evidence-based Strategy:**

1. PBIS Rewards-Star Students
2. Star Student Matrix
3. 7 Mindsets Curriculum
4. Student Success Team Meetings
5. Military Family Life Counselor

**Rationale for Evidence-based Strategy:**

The implementation of PBIS strategies/rewards including STAR Matrix(K-2) and STAR cloze (3-6) in addition to the incorporation of 7 Mindsets, will provide opportunities to provide a safe, positive learning environment while decreasing Refocus Forms and discipline referrals.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus**  
**Description and Rationale:** The overall 2019 achievement for ELA was 67%, 75% in math, and 68% in science. English Language Learners and students with disabilities prove to be the groups with the greatest opportunity for growth in ELA and math.

**Measurable Outcome:** ELA: The use of iReady/Achieve assessments and learning paths/level-sets in addition to student response to classroom instruction will be used to provide feedback and differentiated instruction as needed. If decisions for academic support are data driven, then academic support will target true areas of need resulting in learning gains in reading. Grade levels will show an increase of 10% on iReady an Achieve3000 from Diagnostic 1 to Diagnostics.

Math: The use of iReady assessments, iReady Toolbox lessons, and learning paths in addition to student response to classroom instruction will be used to provide feedback and differentiated instruction as needed. If decisions for academic support are data driven, then academic support will target true areas of need resulting in learning gains in reading. Students will show an increase 10% from Diagnostic 1 to Diagnostic 3.

**Person responsible for monitoring outcome:** Wilnitra Dixon (wilnitra.dixon@myoneclay.net)

**Evidence-based Strategy:** Student progress will be monitored using iReady, Achieve, and teacher created assessments.

**Rationale for Evidence-based Strategy:**

1. iReady
2. iReady Toolbox
3. Achieve
4. LAFS
5. MAFS
6. Learning Walks
7. Professional Development-PLCs and District Curriculum Specialists

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

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

1. PBIS: School-wide
2. English Language Learners (ELL)
3. Students with Disabilities (SWD)

**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.

The key to establishing an effective school-wide discipline plan is to have well defined expectations, ensure consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports. The objective of the PBIS committee is to provide a guide for an instructional approach to discipline that includes all students. In addition, the PBIS committee includes representatives from each department to plan school-wide activities to encourage and reward positive characteristics in the following categories: Safety, Responsibility, Appropriate Actions, and Respect.

Examples of expectations include:

- \*Clear expectations about what positive behaviors and success in the classroom look like.
- \*Providing consistent and fair responses to inappropriate behavior.
- \*A proactive approach to address anticipated behavioral concerns.
- \*Teach and model behavior expectations using clear and consistent language and practices school wide.

Oakleaf Village will implement the 7 Mindsets Curriculum to assist with building a positive school culture.

#### **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: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
<b>Total:</b>			<b>\$0.00</b>