Oakleaf High School

2021-22 Schoolwide Improvement Plan

Table of Contents

Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://ohs.oneclay.net

Demographics

Principal: Matthew Boyack

Start Date for this Principal: 8/3/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 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 (63%) 2017-18: A (64%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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

Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://ohs.oneclay.net

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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.

By creating and maintaining a safe and effective learning environment using PBIS, we will create and maintain an effective learning environment by establishing behavioral supports and the social culture needed for all students in our school to achieve social, emotional, and academic success.

Provide the school's vision statement.

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Boyack, Matthew	Principal	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.

Name	Position Title	Job Duties and Responsibilities
Segreto, Deborah	Assistant Principal	Serves as Assistant Principal at Oakleaf high school. Oversees the 12th grade disciplinary actions. Other responsibilities include: AP, Edgenuity, New Teacher Orientation, Teacher/Support Appreciation, Acceleration Points, Textbooks, 504 compliance, TOY/SREY/ROY, Grad Tracker, Quarterly At-Risk Reports & Mentoring, and Data Analysis. Responsible for multiple instructional as well as support evaluations.
Wood, Tyler	Assistant Principal	Serves as Assistant Principal at Oakleaf high school. Oversees the 11th grade disciplinary actions. Other responsibilities include: Referral Data Analysis,Master Schedule,FSA/EOC/PERTTesting Admin #2,ESE/504, Compliance, Professional Development Points, Open House, FTE, PBIS, Commencement Coordinator, Quarterly At-Risk Reports & Mentoring, and Data Analysis. Responsible for multiple instructional as well as support evaluations.
Thompson, Christina	Assistant Principal	Serves as Assistant Principal at Oakleaf high school. Oversees the 11th grade disciplinary actions. Other responsibilities include: AICE, Facilities, FSA/EOC/ PERT Testing Admin, Event Calendar, Webmaster/Social, Media Coordinator, Summer School, Chromebooks, Duty Roster/Roster Verification, Planner, Quarterly At-Risk, Reports & Mentoring, and Data Analysis. Responsible for multiple instructional as well as support evaluations.
Haile, Toyia	Assistant Principal	Serves as Assistant Principal at Oakleaf high school. Oversees the 11th grade disciplinary actions. Other responsibilities include: Drills - Bus/Fire/Lock/ Weather, Emergency Manual, Keys, Custodians, Knighthood, Roster Verification, FIC Cards, Property, OOF / ESOL OOF Letters, Quarterly At-Risk Reports & Mentoring and Data Analysis. Responsible for multiple instructional as well as support evaluations.
Rains, Alethia	Teacher, K-12	Responsibilities: SAC chairman and is responsible for notifying members of upcoming meetings and votes. Facilitates the SAC meetings and inform the SAC of relevant issues related to school improvement activities. Also serves as a classroom instructor for grades 9-12 science.

Demographic Information

Principal start date
Monday 8/3/2020, Matthew Boyack

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
149

Total number of students enrolled at the school
2,700

Identify the number of instructional staff who left the school during the 2020-21 school year.
28

Identify the number of instructional staff who joined the school during the 2021-22 school year.
28

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	721	687	654	649	2711
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	26	23	21	110
One or more suspensions	0	0	0	0	0	0	0	0	0	7	1	1	2	11
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	131	118	0	0	249
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	183	184	0	0	367
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	131	118	0	0	249
	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

Thursday 9/2/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	678	614	622	603	2517
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	115	124	130	453
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	103	81	81	65	330
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	73	0	0	146

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	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	678	614	622	603	2517
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	115	124	130	453
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	103	81	81	65	330
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	73	73	0	0	146

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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	60%	56%	60%	57%	56%
ELA Learning Gains				56%	52%	51%	54%	53%	53%
ELA Lowest 25th Percentile				46%	39%	42%	49%	43%	44%
Math Achievement				59%	55%	51%	56%	55%	51%
Math Learning Gains				53%	46%	48%	52%	46%	48%
Math Lowest 25th Percentile				35%	38%	45%	38%	36%	45%
Science Achievement				75%	73%	68%	89%	92%	67%
Social Studies Achievement				83%	81%	73%	81%	79%	71%

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
09	2021					
	2019	62%	61%	1%	55%	7%
Cohort Comparison						
10	2021					
	2019	58%	57%	1%	53%	5%
Cohort Comparison		-62%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	72%	2%	67%	7%

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	80%	3%	70%	13%

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	65%	-13%	61%	-9%

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	64%	0%	57%	7%

Grade Level Data Review - Progress Monitoring Assessments

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

Empty

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency		Fall	Winter	Spring
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	37	29	21	29	27	45	50		92	26
ELL	31	51	43	36	37	25	56			100	60
ASN	61	62		56	47		78	93		100	86
BLK	45	52	43	39	36	30	62	70		100	60
HSP	52	49	46	47	39	31	70	77		99	65

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
MUL	59	64	47	65	65		84	69		100	75
WHT	61	55	40	54	42	32	80	87		96	71
FRL	45	52	46	41	35	31	68	72		98	55

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	25	50	54	24	28	18	54	52		91	35
ELL	24	50	56	47	59	50	36	70		82	50
ASN	78	57		71	64		94	94		100	74
BLK	50	49	41	53	50	35	70	76		94	58
HSP	61	57	58	58	52	31	73	78		96	65
MUL	69	62	50	63	63	27	76	91		97	48
WHT	66	60	50	64	53	40	79	90		96	68
FRL	51	52	48	50	42	26	65	76		95	53

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	24	41	40	22	39	31	82	44		87	40
ELL	37	53	50	41	46	35		46		71	83
ASN	82	53		81	65		95	96		96	78
BLK	49	52	47	42	42	30	83	71		96	58
HSP	58	57	49	54	55	42	86	79		91	73
MUL	63	56		60	51		100	83		91	81
WHT	66	56	49	65	58	45	91	86		93	73
FRL	50	53	48	47	47	36	81	75		90	59

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	640
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	73
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	54
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	57
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	70
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	62
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

.

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

The great need for improvement falls within the Math lower quartile achievement levels and ELA.

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

What were the contributing factors to this need for improvement?(Need) New actions that would need to be taken to address this need are increased collaboration time, common lesson planning and remediation plans.

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

The data components that showed the most improvement (need)

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

.

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

.

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.

Professional learning opportunities include common planning, collaboration among teachers and target focused PLCs.

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

.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our Math Lower Quartile Learning Gains, according to the 2021 assessments, were at 32%. This shows that many of our struggling students are not progressing at the rate where they will ever "catch-up" to become proficient.
Measurable Outcome:	Our goal for the 21-22 school year is to increase our LQ learning gains by 13% in math to increase our overall score to 45%.
Monitoring:	We will monitor our progress through quarterly district-level assessments as well as through common assessments given by teachers and analyzed through PLC's.
Person responsible for monitoring outcome:	Christina Thompson (christina.thompson@myoneclay.net)
Evidence-based Strategy:	Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided common planning time with teachers who teach the same subject-area. We will also carve out 1 hour per week for teachers to work together through a Professional Learning Community.
Rationale for Evidence-based Strategy:	These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective - especially with students who have struggled previously (IE lower quartile students).

Action Steps to Implement

Teachers will give baseline and quarterly assessments.

Person Responsible	Matthew Boyack (matthew.boyack@myoneclay.net)

Teachers will meet as a PLC group and during common planning to discuss best practices like small-group instruction.

Person Responsible	Christina Thompson (christina.thompson@myoneclay.net)

Data from common assessments and quarterly districtwide tests will be analyzed and remediation plans created.

Person Responsible	Christina Thompson (christina.thompson@myoneclay.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our ELA Lower Quartile Learning Gains, according to the 2021 assessments, were at 43%. This shows that many of our struggling students are not progressing at the rate where they will ever "catch-up" to become proficient.
Measurable Outcome:	Our goal for the 21-22 school year is to increase our LQ learning gains in ELA by 7% to 50%.
Monitoring:	We will monitor our progress through quarterly district-level assessments as well as through common assessments given by teachers and analyzed through PLC's.
Person responsible for monitoring outcome:	Matthew Boyack (matthew.boyack@myoneclay.net)
Evidence-based Strategy:	Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided common planning time with teachers who teach the same subject-area. We will also carve out 1 hour per week for teachers to work together through a Professional Learning Community.
Rationale for Evidence-based Strategy:	These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective - especially with students who have struggled previously (IE lower quartile students).

Action Steps to Implement

Teachers will give baseline and quarterly assessments.

Person Responsible	Matthew Boyack (matthew.boyack@myoneclay.net)

Teachers will meet as a PLC group and during common planning to discuss best practices like small-group instruction.

Person Responsible	Matthew Boyack (matthew.boyack@myoneclay.net)

Data from common assessments and quarterly districtwide tests will be analyzed and remediation plans created.

Person Responsible	Matthew Boyack (matthew.boyack@myoneclay.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Student survey results (sent out by CCSD's Office of Climate and Culture) indicate a need to help foster better relationships between students and their peers as well as students and staff members.
Measurable Outcome:	We hope to see an overall increase of 15% from last year's results in regards to student mental health as well as students "connection" level with their peers and staff members.
Monitoring:	We will monitor this area of focus through student surveys and our PBIS team.
Person responsible for monitoring outcome:	Tyler Wood (tyler.wood@myoneclay.net)
Evidence-based Strategy:	On a schoolwide level, we are utilizing the "7 Mindsets" platform to help students navigate difficult topics and social situations. Students are led through video lessons and questions by their 5th period teachers. We also do schoolwide "Morning Mindsets" where an inspirational quote is read and tied back to one of the 7 Mindsets. Finally, we have started doing "Connection Questions" where students are encouraged to talk to their teachers about things outside of the curriculum (in order to try to deepen relationships).
Rationale for Evidence-based Strategy:	The majority of students expressed that they did not feel "close" to school staff members. We hope that these activities will help students see staff members as "people" as well in hopes that they will open up to them if they are ever in need.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

.

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.

Oakleaf high school utilizes the PBIS platform to cultivate a positive atmosphere. Staff and students are involved in the positive school culture and environment by means of a collaborative effort to show school PRIDE. Positivity, Respect, Integrity, Drive, Engagement. Oakleaf uses a button system to reward students for showing these attributes. In addition to students being able to earn positive rewards, staff are also encouraged to recognize each other and contribute to a positive school culture. Oakleaf also has adopted a school creed that is displayed in the student planner and posted across the school.

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

.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00