

Clay County Schools

Oakleaf Village Elementary School



2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
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 (62%) 2017-18: A (65%) 2016-17: 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	

* 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.

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410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.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)
Elementary School PK-5	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

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SIP Authority

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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	Position 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.</p>
		<p>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.</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		duties as assigned by the Superintendent consistent with the goals and objectives of the position.
Gilliam, Chernell	Assistant Principal	Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place.
Lester, Shelley	Assistant Principal	Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place.
Taylor, Emily	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Williams, Kayla	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Russo, Jane	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Hammer, Penny	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Kendall, Courtney	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Mason, Krystal	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Brown, Alan	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

Name	Position Title	Job Duties and Responsibilities
Lively, Pamela	Teacher, ESE	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Hurlock, Lisa	Teacher, ESE	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

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.*

5

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.*

11

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

936

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

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

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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	126	125	140	143	122	123	157	0	0	0	0	0	0	936
Attendance below 90 percent	46	58	60	48	39	45	44	0	0	0	0	0	0	340
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	12	22	21	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	20	21	22	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	0	7	29	28	0	0	0	0	0	0	0	0	0	64

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	5	15	11	13	14	20	0	0	0	0	0	0	78

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	5	1	0	0	0	0	0	0	0	0	0	14
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 9/30/2021

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	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	

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	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	

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				67%	65%	57%	71%	63%	56%
ELA Learning Gains				61%	62%	58%	66%	59%	55%
ELA Lowest 25th Percentile				48%	54%	53%	52%	50%	48%
Math Achievement				75%	70%	63%	76%	69%	62%
Math Learning Gains				66%	66%	62%	70%	68%	59%
Math Lowest 25th Percentile				47%	56%	51%	51%	56%	47%
Science Achievement				68%	65%	53%	68%	66%	55%

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
03	2021					
	2019	68%	68%	0%	58%	10%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-68%				
05	2021					
	2019	66%	62%	4%	56%	10%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	71%	5%	62%	14%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-76%				
05	2021					
	2019	71%	64%	7%	60%	11%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	63%	1%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	43	64
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	26	22	44
	English Language Learners	17	20	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	28	56
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	20	26	67
	English Language Learners	0	20	20
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	53	78
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	13	28	57
	English Language Learners	0	50	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	32	65
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4	15	48
	English Language Learners	0	0	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	73	80
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	26	51	78
	English Language Learners	20	17	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	45	74
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	8	21	52
	English Language Learners	0	17	34
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	52	66
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	11	32	50
	English Language Learners	17	14	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	46	71
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	23	35	66
	English Language Learners	50	28	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	53	58
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	14	27	26
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	46	66
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	6	14	34
	English Language Learners	0	14	28
	Number/% Proficiency	Fall	Winter	Spring
Science	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	41	38	41	38	30	23	26				
ELL	27	55		45	36						
ASN	76			86							
BLK	49	50	38	36	31	22	21				
HSP	67	60	42	68	55	30	71				
MUL	80	76		66	45		70				
WHT	77	69	40	77	66	41	75				
FRL	59	60	46	51	44	24	46				
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						

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
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				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	45
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	81
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	67
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	64
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	47
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?

Scores in FSA ELA Achievement, and ELA Gains increased, while all other focused areas decreased. In Progress Monitoring, Grade 1 SWD (Students with Disabilities) dropped during the second window, but showed an overall growth. Fifth grade ELL (English Language Learners) did not demonstrate any growth at all.

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

Math Achievement, math gains, and LG Lowest 25% demonstrate the greatest need for improvement. A focus also needs to be on LG for the Lowest 25% in 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?

Identification of the Lowest 25% in ELA and Math is the first step. A school wide focus on analyzing data and adjusting instruction to meet the needs of each student according to the data is a second step. Disaggregating data around instructors to ensure we have the correct teacher placement is another step. Coaching those teachers whose teacher practices are not meeting the needs of the students they serve is another step to be taken.

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

The data component, while not showing an improvement, but maintaining, was ELA Achievement.

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

Focusing on instruction aligned to the standards was a contributing factor for this improvement. In this area, we need to see an increase, and keeping a focus on instruction aligned to the standards, and meeting students where they are through differentiated instruction is an action we would take.

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

Keeping a focus on standard aligned instruction and differentiated instruction while at the same time developing a strong Professional Learning Community culture will help to accelerate learning. By differentiating instruction we will not only address the needs of students who "don't get it" but also the needs of students who "do get it".

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 Community Collaborative Groups will be developed and members of the school-based leadership team will help facilitate data driven meetings to grow the practices of instructional staff. In addition, we will work closely with the district curriculum coaches as we implement our adopted ELA materials and to gain support for those instructional staff who teach mathematics.

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

Consistent learning walks by administration so that the instructional staff can be supported will be implemented. Building a culture of learning throughout the school, where all stakeholders understand that our mission is to develop the academic skills of the students to help ensure they are prepared for their future.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus
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 and Achieve3000 from Diagnostic 1 to End-of-Year 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.

Monitoring: Student progress will be monitored using iReady, Achieve, and teacher created assessments.

1. iReady
2. iReady Toolbox
3. Achieve
4. Learning Walks
5. Professional Development-PLCs and District Curriculum Specialists
6. K-1 Lexia Core
7. K-5 DIBELS Next
8. 3-5 Achieve3000

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

Evidence-based Strategy: Student progress will be monitored using iReady, Achieve3000, and DIBELS Next.

Rationale for Evidence-based Strategy: These strategies are evidence-based and disaggregate data so that instruction can be differentiated for student. In addition, several of the programs/strategies that will be used are computer based and adjust instruction according to the students achievement.

Action Steps to Implement

No action steps were entered for this area of focus

#2. 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.

Monitoring:

Tracking of referrals as well as the positive recognition for individual students and classrooms who have exhibited the appropriate behavior.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Violent incidents - Middle

Property incidents - Low

Drug/Public Order incidents - Low

Total Reported Suspensions 19-20 - High

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.

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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.

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

Teachers: Establishing routines and clear expectation in the classroom and teaching the students the expectations for school-wide behavior. Monitor student behavior. Provide recognition to students whose behavior aligns with the expected and desired behavior.

Students: Learn and follow the established behaviors taught by the teachers and school.

Parents: With communication from the classroom teachers, and administration a positive relationship will be built with the parents that support academic achievement in the classroom.

Administration: During Open House and other parent meetings our PBIS program and the 7 Mindsets program will be explained to parents. Three School-wide assemblies will be held at the beginning of the year, and 1 upon return from Holiday Break in January that outline and reinforces school-wide expectations.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00