Duval County Public Schools

Oak Hill Academy

2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

Oak Hill Academy

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

http://www.duvalschools.org/oakhill

Demographics

Principal: Stephanie Smith

Start Date for this Principal: 8/3/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Improvement Rating History	2021-22: Commendable 2020-21: Commendable 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

School Leadership Team

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

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

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Wednesday 8/3/2016, Stephanie Smith

Number of teachers with professional teaching certificates?

Number of teachers with temporary teaching certificates?

Total number of teacher positions allocated to the school.
33

Total number of students enrolled at the school.
232

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

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	10	21	14	20	14	25	13	15	12	0	0	0	0	144
Attendance below 90 percent	0	13	17	12	2	10	1	4	2	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	6	6	0	0	0	0	0	0	0	0	13
Course failure in Math	0	1	0	7	7	0	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	1	0	6	6	5	2	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	1	0	0	9	4	1	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	1	0	0	1	4	1	0	0	0	0	0	0	7

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
Tuesday 8/3/2021

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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					54%	61%		51%	60%
ELA Learning Gains					56%	59%		53%	57%
ELA Lowest 25th Percentile					53%	54%		50%	52%
Math Achievement					57%	62%		57%	61%
Math Learning Gains					57%	59%		55%	58%
Math Lowest 25th Percentile					52%	52%		50%	52%
Science Achievement					50%	56%		52%	57%
Social Studies Achievement					76%	78%		78%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

				SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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	38	57	79	45	57	69	33	38			
BLK	27	39		33	43		21				
WHT	48	80		52	67						

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
FRL	37	45		41	48		31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	24	40	17	22	18					
BLK	14	30		11	11						
WHT	12	18		18	36						
FRL	9	29		9	25						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	52
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	
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

List programs for assessments here

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

FSAA data from 20-21 SY, Middle school students demonstrated high levels of growth and proficiency in ELA.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Lowest performing component is Math and ELA Grades 3-5.

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

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

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

Teachers will need to continue to collaboratively plan instruction aligned to the standards. Utilize progress monitoring data to drive instruction and determine future professional learning opportunities.

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.

Monthly half day trainings will be provided to teachers. Early release days will be utilized to provide professional learning opportunities to teachers focused on improving understanding of instructional strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Classrooms at Oak Hill Academy show deficits in collective planning and implementation of standards-based instruction aligned to school-designed pacing guide. A review of the 5Essentials, FSAA data, STAR Data, Quality Program Indicators and Classroom Walk-through Rubric information showed that students across all classrooms are demonstrating only partial understanding of standards and classroom staff are not utilizing resources provided with fidelity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the number of students who demonstrate learning gains in Reading and Math in grades 3-8 taking the Florida State Alternate Assessment by 10% as well as improvements in school-based individual assessment data. Classroom Walk-Through and QPI data should also reflect improvement in alignment and implementation.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Regularly scheduled professional learning will be provided to staff. Trainers will conduct check-ins and staff will complete surveys to provide feedback for future planning.
Person responsible for monitoring outcome:	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implementation of facilitated common planning sessions will be held weekly to ensure that lessons and activities are planned to align with standards and the pacing guide. The common planning sessions will include all classroom staff to ensure that goals and objectives of each activity are understood by those responsible for the instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers and classroom staff need to collaborate on classroom instruction to ensure all standards are being addressed. This will lead to improved learning gains for all students.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible
Stephanie Smith
(smiths1@duvalschools.org)

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

Person Responsible
Stephanie Smith
(smiths1@duvalschools.org)

Purchase and utilize instructional materials with Title 1 funds that will enhance standards based instruction and improve student outcomes on FSAA.

Person Responsible
Stephanie Smith
(smiths1@duvalschools.org)

Through the addition of a Parent Liaison position, we will provide better home to school alignment that ensure adequate parental support in the areas of academic, communication and social skills improvement to increase outcomes on the FSAA.

Person Responsible
rodney herring (herringr@duvalschools.org)

Through the addition of a Media Specialist position, we will provide bi-weekly instruction in Emergent Literacy skills that will improve outcomes on ELA FSAA.

Person Responsible
rodney herring (herringr@duvalschools.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Students with Disabilities - 20%
African American Students - 17%
White Students - 21%
Economically Disadvantaged Students - 18%

The Leadership team and select teachers will collaborate and meet at least twice a month to discuss data points of the identified students to ensure our students are making adequate progress.

#2. Other specifically relating to Collective Responsibility	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In schools with strong Collaborative Practices, teachers and staff share a strong sense of responsibility for student development, school improvement and professional growth. Based on results of the 5Essentials Survey, staff indicated that they did not have enough opportunity to collaborate, observe and receive feedback from colleagues.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 5Essentials survey data should reflect and overall improvement of at least 5 points in the Collaborative Practices data for the upcoming survey window..
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Regularly scheduled professional learning will be provided to staff. Trainers will conduct check-ins and staff will complete surveys to provide feedback for future planning.
Person responsible for monitoring outcome:	Stephanie Smith (smiths1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	As recommended by UChicago, a school-wide schedule has been developed to allow for weekly common planning and collaborative sessions to occur. Schedule will also allow teachers the opportunity to observe peer instruction and provide each other feedback on instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When teachers observe each others' practice, and work together to review assessment data and develop instructional strategies, they are more likely to indicate that they have participated in collaborative practices.

Action Steps to Implement:	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Complete Back to School PD as provided by UChicago	
Person Responsible	Stephanie Smith (smiths1@duvalschools.org)
Attend common planning sessions and meet frequently with instructional coaches to provide facilitation goals.	
Person Responsible	Stephanie Smith (smiths1@duvalschools.org)

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

Person Responsible

Stephanie Smith
(smiths1@duvalschools.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA
subgroups, please describe the process for progress
monitoring the impact of the Area of Focus as it relates to all
ESSA subgroups not meeting the 41% threshold according to
the Federal Index.

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.

At Oak Hill Academy a schedule of trainings that will be provided to all parents, meeting and training dates, as well as a calendar for other school events open for their participation. Meetings and trainings will be designed to provide parents with information on how we can best make academic programs functionally appropriate, instructionally rigorous and motivating for our students with intellectual Disabilities. Parents will also be encouraged to become involved with the School Advisory Council (SAC), school enrichment programs, trainings and in their child's classroom activities. Training information will be provided for parents on how they can help reinforce the instructional programs and their child's skill development at home as well as provide some of the tools to do that. At all meetings and activities, parents will be offered a response form on which to provide feedback.

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

School leadership team will promote positive school culture by facilitating professional learning and providing support to teachers, staff and families.
Parents are always welcome to schedule conferences and request special meetings to clarify expectations for their child's instruction or other needs. These conferences may be held face-to-face, by phone or email. Information to parents will be disseminated via DOJO, phone, informational flyers and memos, email and a monthly school newsletter and website. We will be able to monitor by accessing the school communication system reports and we will be including a

statement
on the activity evaluations that ask parents how they received the information.