

Duval County Public Schools

# Oak Hill Academy



2022-23 Schoolwide Improvement Plan

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# Oak Hill Academy

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

<http://www.duvalschools.org/oakhill>

## Demographics

**Principal: Stephanie Smith**

Start Date for this Principal: 8/3/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

**SIP Authority**

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

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

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

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

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

**Purpose and Outline of the SIP**

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

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# Oak Hill Academy

6910 DAUGHTRY BLVD S, Jacksonville, FL 32210

<http://www.duvalschools.org/oakhill>

## School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	72%

## School Grades History

Year  
Grade

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.**

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.

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

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

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Floyd-Hatcher, Michele	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.

**Demographic Information**

**Principal start date**

Wednesday 8/3/2016, Stephanie Smith

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

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

36

**Total number of students enrolled at the school**

275

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Using the table above, complete the table below with the number of students by current grade level who have 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	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 7/30/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	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	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	
Number of students with a substantial reading deficiency	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		47%	55%					54%	61%
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								53%	54%
Math Achievement		40%	42%					57%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		45%	54%					50%	56%
Social Studies Achievement		50%	59%					76%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	68	77	93	67	77	88	56	73			
BLK	70	81	90	63	84	92	47				
WHT	66	68		69	64		58				
FRL	59	72		62	76	80	54				
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						
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						

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

<b>ESSA Federal Index</b>	
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	75
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

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 data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Lowest performing component is Math and ELA Grades 3-5

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

Professional learning focused on language skills and responding strategies. Continue with common planning strategies and identify supplemental mat materials.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

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

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

Focus on common planning and introduction of new curriculum.

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

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.

**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.**

Common planning facilitation  
Monthly WOW Wednesday with specific learning focuses  
Early dismissal trainings

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

Support team coach assignments will be organized to support teacher teams. Monthly half day professional learning series will be provided to all teachers.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#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. Focus will be on increasing communication through the use TD Snap software and the AT tablets.

**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)

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 school librarian position, we will use Title 1 funds to provide instruction in emergent literacy aligned to standards and STAR data.

**Person Responsible**

Stephanie Smith (smiths1@duvalschools.org)

Purchase and utilize make and take materials with Title 1 funds that will enhance standards based instruction and improve student outcomes on FSAA. These materials include velcro, lamination and other classroom supplies from the store room.

**Person Responsible**

Stephanie Smith (smiths1@duvalschools.org)

Purchase Interactive carts and mini PC's with Title 1 funds that will enhance standards based instruction and improve student outcomes on FSAA. T

**Person Responsible**

Stephanie Smith (smiths1@duvalschools.org)

## #2. Positive Culture and Environment 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 schoolwide 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)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Implementation of Ealy Emergent Literacy strategies in all classrooms  
Utilize STAR Early Literacy Assessment to provide baseline

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Implementation of Ealy Emergent Literacy strategies in all classrooms  
Utilize STAR Early Literacy Assessment to provide baseline

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Awaiting data release

**Grades 3-5: Measureable Outcome(s)**

Awaiting data release

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Awaiting data release

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Smith, Stephanie , smiths1@duvalschools.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Awaiting data release

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Awaiting data release

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Awaiting data release

Smith, Stephanie , smiths1@duvalschools.org

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 school culture and environment.**

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.