

Clay County Schools

Oakleaf High School



2022-23 Schoolwide Improvement Plan

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Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://ohs.oneclay.net>

Demographics

Principal: Matthew Boyack

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: B (61%) 2018-19: A (63%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://ohs.oneclay.net>

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)
High School PK, 9-12	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

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SIP Authority

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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 Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work and for higher learning pursuits.

Provide the school's vision statement.

By providing the best education possible, we are giving our students the “armor” to succeed in their lifelong endeavors.

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
Boyack, Matthew	Principal	School Principal Evaluator for: 9th and 10th grade ELA, World History, US History, Athletic Director, and Deans. Oversees the following areas: Budget, Professional Development, Room Assignments, Field Trips, Contracts, SIP/SAC, Curriculum Council Lead, and Workers Comp. Rep
Segreto, Deborah	Assistant Principal	Assistant Principal 12th Grade Administrator Evaluator for: 11th and 12th grade ELA, Credit Recovery Teachers, CTE Teachers, Spanish Department, and Media Specialist. Oversees the following areas: Graduation Rate, Acceleration Points, Enrollment, Textbooks, Edgenuity, Elevation, Grad Tracker, and AP Department.
Thompson, Christina	Assistant Principal	Assistant Principal 11th Grade Administrator Evaluator for: Algebra 1, Foundations, Geometry, NJROTC, PE, AICE, and Guidance. Oversees the following areas: Master Schedule, FSA/EOC Testing Administrator, AICE, Duty Roster, FTE, Webmaster, Club List, and Social Media.
Linscomb, Lance	Assistant Principal	Assistant Principal 10th Grade Administrator Evaluator for: Advanced Social Studies, Advanced Math, Fine Arts, and Electives. Oversees the following areas: Custodians, Facilities, Event Calendar, Keys, Work Orders, Drills - Bus/Fire/Lockdown/ Weather, and Emergency Manual.
Haile, Toyia	Assistant Principal	Assistant Principal 9th Grade Administrator Evaluator for: Science and ESE Oversees the following areas: ESE, 504 Plans, Property, Teacher of the Year, School Related Employee of the Year, Teacher Support/Appreciation, Open House, Link Crew, and Chromebooks.
Ritz, Norman	Teacher, K-12	AP English Language and Composition AP Research English IV SAC Chair National English Honor Society Advisor National Beta Club Sponsor Miss OHS Sponsor

Demographic Information

Principal start date

Wednesday 7/1/2020, Matthew Boyack

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.*

3

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.*

26

Total number of teacher positions allocated to the school

146

Total number of students enrolled at the school

2,400

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

13

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

19

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	0	0	0	0	0	0	0	0	0	697	673	643	640	2653
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	155	213	230	259	857
One or more suspensions	0	0	0	0	0	0	0	0	0	102	65	56	28	251
Course failure in ELA	0	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	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	168	150	0	0	318
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	66	0	0	87
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	168	150	0	0	318

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

Monday 9/19/2022

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	721	687	654	649	2711
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	26	23	21	110	
One or more suspensions	0	0	0	0	0	0	0	0	0	7	1	1	2	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	131	118	0	0	249	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	183	184	0	0	367	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	131	118	0	0	249	
	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	721	687	654	649	2711
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	26	23	21	110
One or more suspensions	0	0	0	0	0	0	0	0	0	7	1	1	2	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	131	118	0	0	249
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	183	184	0	0	367
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	131	118	0	0	249
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0
Students retained two or more times	0	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	56%	56%	51%				61%	60%	56%
ELA Learning Gains	52%						56%	52%	51%
ELA Lowest 25th Percentile	39%						46%	39%	42%
Math Achievement	45%	35%	38%				59%	55%	51%
Math Learning Gains	51%						53%	46%	48%
Math Lowest 25th Percentile	38%						35%	38%	45%
Science Achievement	80%	43%	40%				75%	73%	68%
Social Studies Achievement	82%	48%	48%				83%	81%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	72%	2%	67%	7%

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					
2019	83%	80%	3%	70%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	65%	-13%	61%	-9%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	64%	0%	57%	7%

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	22	30	24	19	37	38	53	65		93	41
ELL	25	43	35	39	61		60	78		97	63
ASN	79	69		69	77		91	90		97	90
BLK	48	50	35	37	46	29	75	75		96	60
HSP	51	51	37	47	55	50	77	88		99	74
MUL	68	55	46	53	57	50	90	94		100	69
WHT	62	52	47	50	52	48	85	84		98	72
FRL	46	44	34	36	46	32	71	75		96	65
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	37	29	21	29	27	45	50		92	26
ELL	31	51	43	36	37	25	56			100	60
ASN	61	62		56	47		78	93		100	86
BLK	45	52	43	39	36	30	62	70		100	60
HSP	52	49	46	47	39	31	70	77		99	65
MUL	59	64	47	65	65		84	69		100	75
WHT	61	55	40	54	42	32	80	87		96	71
FRL	45	52	46	41	35	31	68	72		98	55
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	50	54	24	28	18	54	52		91	35
ELL	24	50	56	47	59	50	36	70		82	50
ASN	78	57		71	64		94	94		100	74
BLK	50	49	41	53	50	35	70	76		94	58
HSP	61	57	58	58	52	31	73	78		96	65
MUL	69	62	50	63	63	27	76	91		97	48
WHT	66	60	50	64	53	40	79	90		96	68
FRL	51	52	48	50	42	26	65	76		95	53

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
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	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	55
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?

Our level one students on the 2022 FSA ELA rose to 318 from 249 and our level one students on the 2022 FSA Math dropped from 367 to 87.

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

Our greatest need for improvement would be our level ones 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?

The factor that contributes to this need for improvement is that the ELA FSA is a graduation requirement for our students. Students that do not successfully pass the assessment are placed in an Intensive Reading course.

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

The most improvement was Key Ideas and Details.

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

An area of focus Integration of Knowledge and Ideas. Overall, this area showed the most area for opportunity.

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

Small-group instruction, one-on-instruction with students.

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.

ELA Teachers in 9th and 10th grade have an hour a day to meet with their team to go over data from common, district, and state assessments. They will also have an hour weekly after school to meet for PD.

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

ELA Teachers in 9th and 10th grades will attend PDs from our county district spealisit which will help with the transition from FSA and LAFS to F.A.S.T and B.E.S.T.

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 Math

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Math Lower Quartile Learning Gains, according to the 2021 assessments, was at 38%. This shows that many of our struggling students are not progressing at an ideal rate. While we did see a growth of 6%, we did meet our target of 13% growth.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve.
 This should be a data based, objective outcome.

During the 2022-23 school year, Oakleaf High School students in our Math Lower Quartile will increase by 6% to meet our goal of 45% in Algebra 1 as measured by the Florida Standards Assessment in Mathematics.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our progress through quarterly district-level assessments and common assessments given by teachers and analyzed through common planning and PLCs.

Person responsible for monitoring outcome:

Christina Thompson (christina.thompson@myoneclay.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject-area. We will also carve out one hour weekly for teachers to work together through a Professional Learning Community.

Small-groups are put together based on results from common assessments and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction.

Rationale for Evidence-based Strategy:

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation) is a research-backed strategy that has shown over time to be effective - especially with students who have struggled previously (IE, lower-quartile students).

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

Teacher will utilize: ALEX, Delta Math, and the use of whiteboards to track student progress and understanding of concepts.

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

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

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

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

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

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

With this being the first year of the new F.A.S.T. assessment our ELA teachers in the 9th and 10th grades are working toward preparing students for their assessment.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve.
 This should be a data based, objective outcome.

During the 2022-23 school year, Oakleaf High School's 9th and 10th grade English Teachers will create strong routines with our new B.E.S.T standards and curriculum, which is measured by the results of the F.A.S.T. assessment given by the 9th and 10th grade ELA teachers.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our progress through F.A.S.T. assessments and common assessments given by teachers and analyzed through common planning and PLCs.

Person responsible for monitoring outcome:

Matthew Boyack (matthew.boyack@myoneclay.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Through the use of CCSD's Vision for Excellent Instruction, teachers will be expected to focus on four key areas of instruction: Rigor, Engagement, Student Ownership, and Student Demonstration of Understanding. We will emphasize the importance of small-group instruction and remediation techniques catered to individual student needs. Teachers will be given feedback through our walkthrough and evaluation instruments. They will also be provided with common planning time with teachers who teach the same subject-area. We will also carve out 1 hour per week for teachers to work together through a Professional Learning Community.

Small-groups are put together based on results from common assessments and students are paired based on achievement. Teachers will work the room to ensure all groups are monitored and pull students in for one-on-one instruction. In classrooms with a support facilitator interventions will take place one-on-one.

Rationale for Evidence-based

These strategies were cultivated through collaboration with district leaders, curriculum specialists, administration, and teacher leaders. Small-group instruction (differentiation)

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

is a research-backed strategy that has shown over time to be effective - especially with students who have struggled previously (IE, lower-quartile students).

Action Steps to Implement

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.

Teachers will give a baseline and quarterly assessments.

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

Teachers will monitor students' performance on F.A.S.T. assessments.

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

Teachers will monitor students' performance on common assessments.

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

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

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

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

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

#3. Positive Culture and Environment specifically relating to School Climate

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student survey results (sent out by CCSD's Office of Climate and Culture) indicate a need to help foster a better sense of community for our students and their want to be at school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-23 school year, Oakleaf High School, hopes to increase by 10% in the area of students wanting to attend school by creating a sense of community.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this area of focus through student surveys, our PBIS team, attendance at pep rallies, dances, club membership, sporting events, etc.

Person responsible for monitoring outcome:

Christina Thompson (christina.thompson@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

On a schoolwide level, we have utilized the "7 Mindsets" platform to help students navigate difficult topics and social situations for the past few years and have seen an improvement in our yearly surveys. Once a week students are led through video lessons and questions by their 5th-period teachers and daily an inspirational quote is read and tied back to one of the 7 Mindsets topics of the week and we will continue with our daily "Connection Questions" where students are encouraged to talk to their teachers about things outside of the curriculum.

Another strategy for this area of focus is to create a more inclusive environment by getting our students more involved in the school by having more pep rallies, increasing the student presence at sporting events and other school-sponsored events such as Miss/Mr OHS, Culture Knight, Black History Month Program, and much more.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this

The majority of students expressed that they do not enjoy coming to school daily. We hope that these activities will help students see staff members as "people" as well in hopes that they will open up to them if they are ever in need.

**specific strategy.
Describe the
resources/criteria
used for
selecting this
strategy.**

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.

No action steps were entered for this area of focus

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.

Oakleaf High School utilizes the PBIS framework to cultivate a positive atmosphere. Staff and students are involved in the positive school culture and environment by means of a collaborative effort to show the school

PRIDE: Positivity, Respect, Integrity, Drive, Engagement. Oakleaf uses a button system to reward students for showing these attributes. In addition to students being able to earn positive rewards, the staff is also encouraged to recognize each other and contribute to positive school culture. Oakleaf also has adopted a school creed that is displayed in the student planner and posted across the school.

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

Our PBIS team is led by Fred Hulett and monitored by assistant principal Tonya Haile. The PBIS team is comprised of teachers and students.