

Clay County Schools

# Oakleaf Village Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.oneclay.net>

## Demographics

**Principal: Jason Martin**

Start Date for this Principal: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<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* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (63%) 2018-19: A (62%) 2017-18: A (65%)
<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 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](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.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)
Elementary School PK-5	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

Oakleaf Village Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

### School Leadership Team

#### **Membership**

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
Martin, Jason	Principal	<p>Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards. Coordinate school advisory council activities and implement a school improvement plan. Coordinate efficient utilization of school facilities and insure proper security, maintenance and cleanliness of the campus. Be responsible for the timely and accurate submission of all required school records/reports and the accurate entry of information into the district database. Provide leadership by participating in professional development activities and encouraging the professional development of instructional support and administrative staff including training to accurately report FTE participation, student performance, teacher appraisal, school safety, and discipline data. Be responsible for effective business management operations, the development of a school budget and efficient cost accounting. Maintain standards of appropriate student conduct through fair and equitable enforcement of the Clay County Public Schools Code of Student Conduct. Be responsible for faithfully and effectively implementing school/ district personnel procedures including: interviewing, hiring, evaluating school staff and coordinating the Teacher Induction Program, and administering master contracts. Coordinate supervision of extra-curricular activities and duty assignments.</p> <p>Provide a safe learning environment through preparation and implementation of emergency evacuation plans, fire drills, etc.. Be responsible for implementing programs designed to meet the needs of special student populations (Ex. ESE, Title I, Dropout Prevention, etc.). Assure that the school meets all State and Southern Association of Schools and Colleges accreditation standards. Be responsible for proper receipt and accounting of all school board property and maintaining an accurate property inventory. Provide for the purchase of appropriate textbooks, equipment and other instructional materials necessary to meet the needs of the students. Serve on district wide committees when requested. Be responsible for the development and implementation of a school technology plan. Be responsible for the performance of all personnel employed by the School Board and assigned to the school site. Provide for the development of an individual Teacher Training Plan for each teacher assigned to school. Provide leadership for the implementation of the Florida Code of Ethics and Principles of Professional Conduct. Provide leadership in the implementation of the Sunshine State Standards, Florida Standards Assessments, End-of-Course exams, and other tests designed and adopted to measure student achievement.</p> <p>Communicate effectively, both orally and in writing, with parents, staff, students and community. Maintain visibility and accessibility on the school campus. Serve as coach/mentor to Assistant Principals, new Principals or others who are preparing for School Principal certification. Provide</p>



Name	Position Title	Job Duties and Responsibilities
		leadership for all stakeholders in the development of school beliefs, vision, mission, and goals and align them with the district mission, school improvement, and curriculum. Perform other duties as assigned by the Superintendent consistent with the goals and objectives of the position.
Lester, Shelley	Assistant Principal	Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place.
Gilliam, Chernell	Assistant Principal	Manage school facility and staff to ensure student safety and grade appropriate level instruction takes place.
Taylor, Emily	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Freeze, Ann	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Lively, Pamela	Teacher, ESE	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Russo, Jane	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Hammer, Penny	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Kendall, Courtney	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Mason, Krystal	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes

Name	Position Title	Job Duties and Responsibilities
		place. Assist with collaborative groups to support OVE's Professional Learning Community.
Devine, Maureen	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Wallace, Anthony	School Counselor	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Peterson, Lily	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.
Abramowich, Stanley	Teacher, K-12	Disseminate information from Administration. Manage grade level activities. Ensure team has materials to ensure grade appropriate instruction takes place. Assist with collaborative groups to support OVE's Professional Learning Community.

## Demographic Information

### Principal start date

Friday 7/1/2022, Jason Martin

**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.*

5

**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.*

20

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

74

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

991

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

5

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

4

## 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	136	146	150	160	131	135	174	0	0	0	0	0	0	1032
Attendance below 90 percent	28	27	21	26	22	18	17	0	0	0	0	0	0	159
One or more suspensions	5	1	6	15	5	12	25	0	0	0	0	0	0	69
Course failure in ELA	16	16	8	16	5	2	10	0	0	0	0	0	0	73
Course failure in Math	11	19	2	14	2	0	6	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	19	17	18	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	21	25	15	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	5	17	20	17	0	0	0	0	0	0	59

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	2	3	6	10	13	11	13	0	0	0	0	0	0	58

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	3	3	2	5	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/15/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	15	11	13	14	20	0	0	0	0	0	0	78

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	5	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	15	11	13	14	20	0	0	0	0	0	0	78

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	5	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

**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	68%	68%	0%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-68%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	62%	4%	56%	10%
Cohort Comparison		-69%				

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	76%	71%	5%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-76%				
05	2022					
	2019	71%	64%	7%	60%	11%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	63%	1%	53%	11%
Cohort Comparison						

### 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	44	50	36	44	53	39	46				
ELL	35	58	47	41	58	45					
ASN	68	77		74	77						
BLK	53	55	41	53	58	51	52				
HSP	61	70	65	67	74	71	62				
MUL	68	72		66	64						
WHT	78	62	77	74	71	46	76				
FRL	58	64	55	58	62	58	74				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	38	41	38	30	23	26				
ELL	27	55		45	36						
ASN	76			86							
BLK	49	50	38	36	31	22	21				
HSP	67	60	42	68	55	30	71				
MUL	80	76		66	45		70				
WHT	77	69	40	77	66	41	75				
FRL	59	60	46	51	44	24	46				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	53	48	50	50	39	46				
ELL	31	55		62	67						
ASN	73	70		91	78		100				
BLK	53	56	40	57	55	40	52				
HSP	65	62	50	78	70	40	62				
MUL	68	67	70	68	58	33	70				
WHT	77	61	52	84	72	63	78				
FRL	57	53	43	64	59	37	50				

### 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	61
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	50
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	48
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	74
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	52
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	66
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	69
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	61
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?

Scores in FSA Math Achievement, and Science Achievement increased, while ELA Achievement areas decreased. Students with Disabilities increased achievement in ELA, while scores decreased achievement in Math.

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

ELA Achievement for Students with Disabilities and English Language Learners demonstrate the greatest need for improvement. A focus also needs to be on for Students with Disabilities and English Language Learners 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?

Some of the contributing factors include lower student attendance. Other factors include lower staff attendance. Schoolwide focus on attendance through identification and reward through PBIS is a primary step. A school-wide focus on analyzing data and adjusting instruction and supports to meet the needs of each student according to the data is an additional step. We also plan to discuss the effect of teaching professionals' outcomes on students performance.

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

The data components that showed the most improvement is among the Lowest 25% in Math (30%) and ELA (15%).

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

Identifying the Lowest 25% in ELA and Math and adjusting instruction to meet the needs of each student according to the data was a contributing factor for this improvement. We will continue to keep a focus on instruction aligned to the standards, and meeting students where they are through differentiated instruction.

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

Identifying critical skills and concepts that students are missing and providing the scaffolds needed to bridge learning gaps while teaching missing skill with a focus on standard aligned instruction will help to

accelerate learning. Not only will our ELL and SWD benefit but all learners will benefit from differentiated instruction.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Learning Communities and members of the school-based leadership team will help facilitate data driven meetings to grow the practices of instructional staff. In addition, we will work closely with the district curriculum coaches to support those instructional staff who teach ELL and SWD.

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

Administration will implement consistent Learning Walks to provide support for instructional staff. School leadership and staff will regularly collect and analyze data to track progress. We will continue to build a schoolwide culture where all stakeholders understand that our mission is to develop the academic skills of the students to help ensure they are prepared for their future.

### **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 ELA**

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

A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's ELA proficiency.

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

OVE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population.

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

This will be monitored through school-wide testing using the FAST testing progress monitoring, Achieve3000, as well as the new Savvas testing platform incorporated with our new curriculum.

**Person responsible for monitoring outcome:**

Jason Martin (jason.martin@myoneclay.net)

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

Teachers will utilize the CUBE assessment, the Savvas ELA curriculum, and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers will collaborate with their peers during common planning to discuss problems of practice and solutions offered via teacher resources. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities for the Savvas curriculum.

**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.

1. Common Planning
2. Professional Development Opportunities during PLC
3. Utilize District Curriculum Specialists

**Person Responsible**

Jason Martin (jason.martin@myoneclay.net)

**#2. 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.

A review of the state testing data shows room for improvement across the tested grade bands with regard to the school's math proficiency.

**Measurable Outcome:**

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

OVE's goal is to increase proficiency in each of the tested grade levels (3rd, 4th, 5th, and 6th) by 2%. And a specific 4% improvement in the ESE population.

**Monitoring:**

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

This will be monitored through school-wide testing with FAST progress monitoring as well as the iReady testing platform incorporated with our curriculum.

**Person responsible for monitoring outcome:**

Jason Martin  
(jason.martin@myoneclay.net)

**Evidence-based Strategy:**

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

Teachers will utilize the iReady toolbox and Tier 2 and Tier 3 interventions via the MTSS process to review and remediate for students demonstrating deficiencies.

Collaborate with their peers during common planning to discuss problems of practice and solutions offered via the teacher toolbox. Professional Development Opportunities will be provided during PLC's. District Curriculum Specialists will be actively involved in Learning Walks and Professional Development Opportunities.

**Rationale for Evidence-based Strategy:**

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.

1. Common Planning
2. Provide iReady Toolbox
3. Professional Development Opportunities during PLC
4. Utilize District Curriculum Specialists

**Person Responsible**

Jason Martin  
(jason.martin@myoneclay.net)

**#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our school attendance management system shows an alarming decrease in regular attendance as a trend over the last 3 years. Attendance is a hallmark of student and school success.

**Measurable Outcome:**

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

The aim is to increase overall school attendance by 5% in 2022-2023 school year when compared to the previous year.

**Monitoring:**

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

The attendance numbers will be reviewed throughout the year, monthly at the PBIS meetings.

Person responsible for monitoring outcome:

Shelley Lester (shelley.lester@myoneclay.net)

**Evidence-based Strategy:**

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

Safe schools, PBIS, and 7 mindsets.

**Rationale for Evidence-based Strategy:**

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

Safe schools, PBIS, and 7 mindsets will be utilized to help encourage students in their own attendance monitoring as school-wide support.

**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.

1. Teach monthly 7 mindsets lessons
2. Implement the PBIS attendance system school-wide
2. Review each month the attendance numbers reported

**Person Responsible**

Shelley Lester (shelley.lester@myoneclay.net)

**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.**

The key to establishing an effective school-wide discipline plan is to have well defined expectations, ensure consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive behavior supports. The objective of the PBIS committee is to provide a guide for an instructional approach to discipline that includes all students. In addition, the PBIS committee includes representatives from each department to plan school-wide activities to encourage and reward positive characteristics in the following categories: Safety, Responsibility, Appropriate Actions, and Respect.

Examples of expectations include:

- \*Clear expectations about what positive behaviors and success in the classroom look like.
- \*Providing consistent and fair responses to inappropriate behavior.
- \*A proactive approach to address anticipated behavioral concerns.
- \*Teach and model behavior expectations using clear and consistent language and practices school wide.

Oakleaf Village will implement the 7 Mindsets Curriculum to assist with building a positive school culture.

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

Stakeholders include PBIS committee, Classroom teachers and staff and administration

PBIS committee: establishes a school wide expectations, and strategies to encourage student's positive behavior.

Classroom teachers and staff: Teach and model behavior expectations, implement positive behavior interventions

Administration: Teach and model behavior expectations through grade level assemblies. Support positive behavior through rewards and celebrations.