

Clay County Schools

Oakleaf Junior High



2022-23 Schoolwide Improvement Plan

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Oakleaf Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://olj.oneclay.net>

Demographics

Principal: Wilnitra Dixon

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	49%
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 (57%) 2018-19: A (65%) 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	ATSI
* 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 Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://olj.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)
Middle School 6-8	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

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

Provide the school's vision statement.

The vision of Oakleaf Junior High 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
Dixon, Wilnitra	Principal	
Freeman, Josh	Assistant Principal	
Elia, Mike	Assistant Principal	
LaFontant, Florence	Assistant Principal	

Demographic Information

Principal start date

Friday 7/1/2022, Wilnitra Dixon

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.*

0

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.*

44

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

1,117

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

23

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

18

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	518	599	0	0	0	0	1117
Attendance below 90 percent	0	0	0	0	0	0	0	47	62	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	4	3	0	0	0	0	7
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	62	111	0	0	0	0	173
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	32	70	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	153	130	0	0	0	0	283

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	95	94	0	0	0	0	189

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/30/2022

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	593	642	0	0	0	0	1235	
Attendance below 90 percent	0	0	0	0	0	0	0	46	51	0	0	0	0	97	
One or more suspensions	0	0	0	0	0	0	0	7	9	0	0	0	0	16	
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	123	105	0	0	0	0	228	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	108	118	0	0	0	0	226	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	231	223	0	0	0	0	454	

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	11	10	0	0	0	0	21	

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	1	1	0	0	0	0	2
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	0	0	0	0	0	0	0	593	642	0	0	0	0	1235	
Attendance below 90 percent	0	0	0	0	0	0	0	46	51	0	0	0	0	97	
One or more suspensions	0	0	0	0	0	0	0	7	9	0	0	0	0	16	
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	123	105	0	0	0	0	228	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	108	118	0	0	0	0	226	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	231	223	0	0	0	0	454	

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	11	10	0	0	0	0	21

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	1	1	0	0	0	0	2
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	57%	56%	50%				61%	61%	54%
ELA Learning Gains	50%						61%	58%	54%
ELA Lowest 25th Percentile	33%						53%	49%	47%
Math Achievement	58%	33%	36%				67%	69%	58%
Math Learning Gains	56%						70%	63%	57%
Math Lowest 25th Percentile	49%						56%	56%	51%
Science Achievement	62%	64%	53%				69%	66%	51%
Social Studies Achievement	81%	59%	58%				83%	81%	72%

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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	58%	59%	-1%	52%	6%
Cohort Comparison		0%				
08	2022					
	2019	63%	62%	1%	56%	7%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	62%	63%	-1%	54%	8%
Cohort Comparison		0%				
08	2022					
	2019	54%	49%	5%	46%	8%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	66%	64%	2%	48%	18%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	80%	3%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	65%	31%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	57%	43%

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	35	26	29	45	44	32	64	36		
ELL	41	43	33	36	51	50	44	83	40		
ASN	83	65		88	79		90	95	89		
BLK	48	44	26	43	54	48	46	72	56		
HSP	58	49	36	57	52	46	61	88	58		
MUL	61	51	29	56	56	46	66	81	58		
WHT	62	53	43	70	57	51	76	86	64		
FRL	50	42	27	49	50	48	51	74	47		
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	35	31	15	20	22	27	52	23		
ELL	25	44	46	34	37	48	35	65	27		
ASN	78	67		69	33		74	95	73		
BLK	41	41	35	33	25	18	46	71	46		
HSP	52	55	52	49	37	39	57	75	68		
MUL	54	52	29	54	33	24	63	77	70		
WHT	67	54	48	63	37	37	73	86	66		
FRL	44	41	38	38	29	27	48	71	47		
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	24	43	36	28	54	49	37	56	41		
ELL	21	53	56	25	63	71	17	76			
ASN	72	58		82	77		74	88	88		
BLK	52	55	49	51	63	56	58	78	67		
HSP	62	61	60	68	72	56	65	86	66		
MUL	68	61	47	77	77	73	79	85	70		
WHT	68	66	59	79	74	54	79	86	68		
FRL	51	55	45	58	66	56	55	76	60		

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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
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	84
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	49
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	56
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	56
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	62
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	49
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?

There is a significant gap between the percentage students scoring a Level 1 and 2 in comparison to the percentage of students who scored a Level 5 on FSA Reading and FSA Math assessments. Approximately 35% of all incoming 8th grade students scored a Level 1 or 2 in both reading and math. This group includes: 29% Students with Disabilities, 7% English Language Learners, and 41% Economically Disadvantaged. In the area of ELA, 35% of all 8th grade students scored a Level 1 or 2. This group includes: 31% Students with Disabilities, 7% English Language Learners, and 42% Economically Disadvantaged.

Approximately 31% of all incoming 7th grade students scored a Level 1 or 2 on the FSA ELA assessment. This group includes: 40% Students with Disabilities, 7% English Language Learners, and

47% Economically Disadvantaged.

In the area of Math, 25% of incoming 7th grade students scored a Level 1 or 2. This group includes: 44% Students with Disabilities, 15% English Language Learners, and 45% Economically Disadvantaged.

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

Overall, there was an increase in Lowest Quartile Learning Gains from 25% to 49% in math while there was a decrease in ELA Lowest Quartile Learning gains with a drop from 41% to 33%. While math learning gains will remain a focus, the greatest need for improvement is in the area of ELA Lowest Quartile Learning Gains.

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

Consistency with the use of district approved materials, teacher retention, and curriculum support for teachers remain as challenges. However, the use of Professional Learning Communities to review student work along with data from common assessments, Collaborative Planning professional development days, collaboration with District Curriculum Coaches, and the Math Success Lab focused on pulling students in the lowest quartile will all be used to wrap support around students and teachers with the greatest needs.

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

Areas of progress based on the 2022 FSA Assessment show the most improvement in the area of math with the following data:

- *Increase of 8% in Math Proficiency
- *Increase of 24% in Math Learning Gains
- *Increase of 24% in Math Lowest Quartile Learning Gains

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

The use of the Math Success Lab that targeted students identified as the lowest quartile in the area of math. The teacher in the math lab provided small group and one-to one, standards-based learning sessions based on the individual needs of students based on progress monitoring assessments. Students were also given opportunities for remediation which decreased the number of students requiring summer school for math courses.

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

The creation of the Math Success lab and before and after school tutoring. PLCs that focus on academic achievement and student improvement. The addition of two full-time support facilitators for a total of three and two part-time support facilitators to support inclusion classrooms. In addition, dissolving inclusion for science and social studies will allow more time for Support Facilitators to push into inclusion classrooms to provide support academic support in the areas of ELA/Reading and Math for students. The school continues to increase the number of Chromebooks for student to provide more access to the online math and ELA programs such as Savaas.

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.

The services listed below are in place to provide support for teachers:

- *Monthly meetings with district coaches to review data and help with classroom instruction
- *The Professional Learning Community Institute provided by the District (attended by Department Chairs, Principal, and Assistant Principal)
- *Quarterly PLC Institute follow up sessions
- *Oakleaf Junior High School Professional Learning Communities to review student work along with data from common assessments to plan next steps
- *Before and after school tutoring opportunities
- *Collaborative Planning professional development days
- *Collaboration with District Curriculum Coaches, new teacher coaches
- *Onsite professional development for meeting the needs of English Language Learners/Students with IEPs
- *Florida Inclusion Network professional development centered around inclusion and how to meet the needs of students with Individual Education Plans (IEPs)
- *Common planning time for teacher collaboration (daily)

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

The following services will be implemented to ensure sustainability of improvement in the areas of math and ELA/Reading:

- *Before and after school tutoring
- *The Math Success Lab with a certified teacher
- *Collaboration with new teacher and curriculum coaches
- *Collaboration between the ESOL assistant and teachers with English Language Learners
- *Frequent parent contact to discuss student progress and support from home for English Language Learners by the ESOL Assistant
- *Department Chairs are all returning teachers
- *Department Chairs and a Reading Teacher attended the PLC Institute. Department Chairs lead the work for content area groups of the Oakleaf Junior High PLC

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.

Based on the review of the 2022 FSA ELA assessment data, approximately 43% of our students performed below grade level. Data shows that 31% of incoming 7th grade students scored a Level 1 or 2 on the ELA assessment. This group consists of 40% students with disabilities and 14% English Language Learners. Approximately 35% of current 8th grade students earned a Level 1 or 2 on the ELA assessment. This group consists of 33% students with disabilities and 6% English Language Learners. Overall, 50% of the students made learning gains while only 33% of students identified in the lowest quartile made learning gains. As a result, learning gains for students in the lowest quartile for ELA will be an area of focus for the 2022-2023 school year.

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

During the 2022-2023 school year, the number of English students in the lowest quartile at Oakleaf Junior High School that will show an improvement in the mastery of ELA standards will increase by 3% in each grade level as measured by the F.A.S.T. progress monitoring assessment.

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

This Area of Focus will be monitored as outlined below:

- *Administration of the F.A.S.T. Assessment three times an academic school year (August, December, and May) to gather a baseline for data, mid-year, and end of year data
- *The use of common assessments to measure student response to instruction of the standards
- *Review of student work and performance on common assessments during content area Professional Learning Community groups
- *Classroom walkthroughs by school administrators to provide teachers with feedback and/or next steps using the OneClay Vision for High Expectations and Strong Instruction in the following areas: Clear Learning Targets/Success Criteria, Checking for Understanding, Responding to Assessments Aligned to Learning Targets, and Acknowledging Students Positively

Person responsible for monitoring outcome:

Wilnitra Dixon (wilnitra.dixon@myoneclay.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

- *Professional Learning Community content area groups will plan together, share common assessments, and collaborate across the curriculum
- *Quarterly collaborative planning sessions with curriculum specialists for departments will provide support for all content area teachers
- *Monthly collaboration sessions with district curriculum coaches
- *The use of common assessments to measure student response to instruction of the standards
- *Review of student work and performance on common assessments during content area Professional Learning Community groups

for this Area of Focus.

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

The use of Professional Learning Community content area groups will be used based on the following points:

- *The District has provided PLC training for school administrators and teachers with the Summer PLC Institute
- *Time for PLC groups to meet weekly is part of the yearly schedule outline by the district for schools to follow
- *Curriculum coaches complete rotations to visit content area PLC groups based on the weekly time provided
- *Time is outlined for content area groups to meet weekly to collaborate
- *District curriculum specialists plan rotations to provide feedback/support to content area groups
- *A school-based administrator is assigned to the ELA content area PLC group
- *District support, strategies, and best practices have been outline for PLC groups through the PLC Summer Institute and quarterly follow up sessions.

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. Consistently conduct walkthroughs with intentional focus areas based on the OneClay Instructional Vision.
2. Provide teachers with next steps to foster best practices for teaching and student learning.
3. Working collaboratively with content area curriculum specialists to ensure the continuous development of effective instructional strategies.
4. Attend, monitor, and participate in the development and growth of purposeful PLCs in all content areas.

Person Responsible

Wilnitra Dixon (wilnitra.dixon@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.

Based on the review of the 2022 FSA Math assessment data, approximately 42% of our students performed below grade level. Overall, 56% of the students made learning gains and 49% of students identified in the lowest quartile made learning gains. Data shows that 25% of incoming 7th grade students scored a Level 1 or 2 on the Math assessment. This group consists of 44% students with disabilities and 15% English Language Learners. Approximately 35% of current 8th grade students earned a Level 1 or 2 on the Math assessment. This group consists of 29% students with disabilities and 7% English Language Learners. As a result, learning gains for students will continue to be an area of focus for the 2022-2023 school year.

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

During the 2022-2023 school year, the number of students at Oakleaf Junior High School that will show improvement in the mastery of Math standards will increase by 10% in each grade level as measured by the F.A.S.T. progress monitoring assessment.

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

This Area of Focus will be monitored as outlined below:

- *Administration of the F.A.S.T. Assessment three times an academic school year (August, December, and May) to gather a baseline for data, mid-year, and end of year data
- *The use of common assessments to measure student response to instruction of the standards
- *Review of student work and performance on common assessments during content area Professional Learning Community groups
- *Classroom walkthroughs by school administrators to provide teachers with feedback and/or next steps using the OneClay Vision for High Expectations and Strong Instruction in the following areas: Clear Learning Targets/Success Criteria, Checking for Understanding, Responding to Assessments Aligned to Learning Targets, and Acknowledging Students Positively

Person responsible for monitoring outcome:

Josh Freeman (joshua.freeman@myoneclay.net)

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

- *Professional Learning Community content area groups will plan together, share common assessments, and collaborate across the curriculum
- *Quarterly collaborative planning sessions with curriculum specialists for departments will provide support for all content area teachers
- *Monthly collaboration sessions with district curriculum coaches
- *The use of common assessments to measure student response to instruction of the standards
- *Review of student work and performance on common assessments during content area Professional Learning Community groups

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

The use of Professional Learning Community content area groups will be used based on the following points:

- *The District has provided PLC training for school administrators and teachers with the Summer PLC Institute
- *Time for PLC groups to meet weekly is part of the yearly schedule outline by the district for schools to follow
- *Curriculum coaches complete rotations to visit content area PLC groups based on the weekly time provided
- *Time is outlined for content area groups to meet weekly to collaborate
- *District curriculum specialists plan rotations to provide feedback/support to content area groups
- *A school-based administrator is assigned to the ELA content area PLC group
- *District support, strategies, and best practices have been outlined for PLC groups through the PLC Summer Institute and quarterly follow up sessions.

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. Consistently conduct walkthroughs with intentional focus areas based on the OneClay Instructional Vision.
2. Provide teachers with next steps to foster best practices for teaching and student learning.
3. Working collaboratively with content area curriculum specialists to ensure the continuous development of effective instructional strategies.
4. Attend, monitor, and participate in the development and growth of purposeful PLCs in all content areas.

Person Responsible

Josh Freeman (joshua.freeman@myoneclay.net)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention Supports

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The objective 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. An emphasis should be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices. Oakleaf Junior High has established H.I.V.E. (Honor, Integrity, Value, and Excellence) as a guide for all staff to outline and students to follow daily.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>During the 2022-23 school year, 7th and 8th grade student referrals will decrease 10% from the number of referrals processed during the 2021-2022 school year. The objective is to guide students to make positive choices throughout the school day to maximize time actively learning in classrooms.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Area of Focus will be monitored as outlined below:</p> <ul style="list-style-type: none"> *The Dean of Student Culture in collaboration with Assistant Principals will monitor student referrals processed *Administration will track student discipline using Synergy Analytics Reports on a weekly basis *Monitor the inventory of the H.I.V.E. Mart by counting the amount of H.I.V.E. coins collected on a weekly basis *Bi-weekly data review of discipline referrals and H.I.V.E. coins collected by Administration to gauge student response and plan next steps based on student needs.
Person responsible for monitoring outcome:	<p>Florence LaFontant (florence.lafontant@myoneclay.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<ul style="list-style-type: none"> *Beginning and mid-year assemblies to outline student behavior guidelines *Positive check-ins with students seen for discipline referrals to build positive relationships with the Dean and Administrators *Facilitate mentoring opportunities for staff members to build rapport with positive interactions during the school day and with after school activities. *Post "H.I.V.E. Time" behavior expectations with examples of positive choices based on specific areas (cafeteria, classroom, hallways, & cafeteria) in highly visible areas on campus *H.I.V.E Coins provided for all staff members to distribute to students seen making positive choices *The H.I.V.E. Mart will provide shopping opportunities for students to purchase items of

interest using H.I.V.E. coins earned from making positive choices during the school day.

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

*Monitoring discipline incidents on a weekly basis will provide immediate feedback on student response to strategies implemented.
 *Tracking the inventory of coins collected in the H.I.V.E. Mart on a weekly basis and reviewing discipline referral data can be used to gauge student response and plan next steps based on student needs by Administration.

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. Establish Positive Behavior Intervention Support Team with instructional and support staff members.
2. Create list of positive behavior expectations for specific areas: hallways, classrooms, cafeteria, etc.
3. Post positive behavior expectations in visible areas for students. Provide posters for each classroom.
4. Complete PBIS follow up training with team members.
5. Introduce students to expectations during Buzz Camp (July).
6. Share procedures and plan with staff during pre-planning week.
7. Conduct beginning of year assembly to outline positive expectations for students.
8. Provide staff members with H.I.V.E. Coins to reward positive student behavior.
9. Open the H.I.V.E. Mart during lunch periods for students to use H.I.V.E. coins.
10. Administration collaboration with Dean of Student Culture to develop plan to track student discipline. Follow up with meetings to review data and plan next steps to meet student needs.

Person Responsible Florence LaFontant (florence.lafontant@myoneclay.net)

#4. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

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.

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 Junior High School utilizes the Positive Behavior Intervention Support system (PBIS), Suite 360, and the 7 Mindsets tools build a positive school culture and learning environment. The leadership team worked collaboratively with the PBIS team to create Positive Behavior Expectations: H.I.V.E.: Honor, Integrity, Value, and Excellence. In addition, a matrix and posters outlining examples of what positive choices in specific areas around the school are visible for students and staff throughout campus. Expressing these expectations in a positive manner, Oakleaf Junior High has created more structure to the approach to discipline. A primary focus of the PBIS team is the development of positive student and teacher relationships. Students are held to high expectations and are aware of the expectation regardless of location on campus.

School counselors are available to work with individual students on mental health issues. In addition, school counselors conduct classroom lessons to provide whole group instruction about the outlined expectations.

Communication is another area used to build positive school culture. The Oakleaf Junior High Administration Team sends out the Weekly Buzz and the Athletics Department sends out The Brand. Both newsletters are shared virtually by email and/or Facebook to the staff and parents every week to keep all stakeholders informed of current events and news within the school. Monthly School Based Leadership Team Meetings are held monthly with all department chairs to communicate news, updates, and problem-solve to address concerns for the school as a whole.

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

1. Wilnitra Dixon, Principal - Sends out the Weekly Buzz parent and staff newsletters (2)
2. Florence Lafontant, Assistant Principal - Leads the PBIS Team, Facebook Editor, and assists with newsletters.
3. Chris Lannom, Athletic Director - Sends out "The Brand" newsletter for Athletics
4. School Based Leadership Team
 - *Michelle Bowman, Media Specialist
 - *Yolanda Britt, Career Education
 - *Sara Bucklin, English/Language Arts/Reading
 - *Jeanette Burley, Social Studies
 - *Natasha Horne, School Counselor
 - *Chris Lannom, Athletic Director
 - *Karen Miller, Exceptional Student Services
 - *Merlin Smith, Physical Education
 - *Tiffany Walthour, Math
 - *Stephany Wilson, Science
 - *Wilnitra Dixon, Principal
 - *Mike Elia, Assistant Principal
 - *Joshua Freeman, Assistant Principal
 - *Florence Lafontant, Assistant Principal
 - *Carnell Penn, Dean of Student Culture