



# School Improvement Plan 2019 - 2020



**Hall County  
Oakwood Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Oakwood Elementary School
Team Lead	Jeremy Boleman-Principal
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only
Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

1 General Improvement Plan Information

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase number of students in Kindergarten through 5th Grade who are reading at or above grade level.
Root Cause # 1	Lack of academic stamina from students when reading and writing.
Root Cause # 2	Not maintaining high expectations and instruction not aligned with standards or standards based instruction.
Goal	By the end of the 2019-2020 school year, there will be a 5% increase in the number of students reading on or above grade level as measured by: EOG midpoints for 3rd-5th Grade and K-2nd Grade level reading assessments.

Action Step # 1

Action Step	Development of a Literacy Leadership Team
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Agendas
Position/Role Responsible	Literacy Leadership Team
Timeline for Implementation	Others :

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step	Implementation of Fountas and Pinnell Phonics 20 mins per day in K-3rd Grade.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction

Method for Monitoring Implementation and Effectiveness	Lesson Plans, observations
Position/Role Responsible	administration instructional coach

Action Step # 2

Action Step	Assess test scores of current 4th/5th Grade from previous school year
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson Plans Student Data from 2018-2019 EOG
Position/Role Responsible	Leadership Team PLC Groups Vertical Planning Teams
Timeline for Implementation	Monthly
What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3 Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Initiate After School Extension earlier in the school year with a focus on Literacy.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Pre and Post Tests
Position/Role Responsible	After School coordinator Administration
Timeline for Implementation	Others :

Action Step # 5

Action Step	Data Analysis and Data Driven Strategies in the classroom for Literacy
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES Lesson Plans Minutes/Sign in Sheets Student Performance Data
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly
What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Estimated Costs: \$3,500

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve attendance of students and faculty members.
Root Cause # 1	Limited/no accountability or absences or encouragement for attending school.
Goal	During the 2019-2020 school year, 100% of students will participate in an ongoing character education program and complete 2 service learning projects for K-3rd and 3 service learning projects for 4th-5th Grade.

Action Step # 1

Action Step	Professional learning for all staff members on ways to improve parent involvement.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign in sheets Minutes
Position/Role Responsible	Administration Instructional Coach
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step	Implement Core Essentials Character Education Curriculum
Funding Sources	N/A

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
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Action Step # 2

Action Step	Data Analysis and Data Driven Strategies in the classroom for Reading and ELA
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans TKES Minutes/Sign in Sheets Student Performance Data
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly
What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Estimated costs: \$3,500

Action Step # 3 Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations,	partnership with Culver's restaurant to provide awards, incentives for students/staff
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Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Counselor schedule of classes
Position/Role Responsible	Counselor
Timeline for Implementation	Weekly
What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Cost: \$350

Action Step # 4

Action Step	Student and staff recognition for quarterly perfect attendance. Increased communication with parents on importance of student attendance
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	IC reports on attendance
Position/Role Responsible	counselor administration teachers
Timeline for Implementation	Monthly

Action Step # 4

<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?</p>	<p>partnership with Culver's restaurant to provide awards, incentives for students/staff</p>
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students in K-5th Grade who master their math fluency facts with automaticity from long-term memory.
Root Cause # 1	Students need opportunities to practice math fluency skills and demonstrate automatically on a regular basis.
Goal	By the end of the 2019-2020 school year, 90% of students will master 90% of their basic fluency facts with automaticity from long-term memory.  K-3rd (addition/subtraction) 4th: addition/subtraction/multiplication) 5th (addition, subtraction, multiplication, and division) as measured by Hall County Math Fluency Assessments.

Action Step # 1

Action Step	Weekly timed math fluency tests
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	weekly assessments
Position/Role Responsible	teachers administration instructional coach
Timeline for Implementation	Weekly
What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is	

### 2.3 Overarching Need # 3

Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 2

Action Step	Student Created Data Notebooks
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Progress Data Discussions in House Meetings
Position/Role Responsible	Teachers
Timeline for Implementation	Weekly
What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Estimated Costs: \$1,000

2.3 Overarching Need # 3 SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>At the end of the 2018-2019 school year, each grade level met to review the current school improvement plan to identify accomplishments and select items that needed to be continued. The School Leadership team meet in July to compile the information and begin shaping the 2019-2020 school improvement plan. The school improvement plan was also shaped from initiatives that support the Hall County School System and parent input from Title I Surveys. All staff members were invited to participate in the Comprehensive Needs Assessment Survey. Their input was used to develop the CNA and School Improvement Plan.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>To ensure that all students in all subgroups have access to a highly qualified and fully certified teacher, we do not hire anyone who does not meet the highly qualified requirements. Additionally, class lists are established each year by reviewing the child's educational history, academic needs, behavior and emotional needs and then matched to the teacher who has strengths to meet the child's needs. A systematic protocol for establishing class lists and matching students to teachers is followed annually. Our fragile learners are placed in classrooms with a smaller class size and often are provided additional assistance through the Early Intervention Teacher. Fragile learners may also receive assistance through an Instructional Assistant who is a certified teacher who is paid to tutor students during the school day. With six special education teachers on staff, the needs of children with special needs are met in the least restrictive environment.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>EIP classes for 1st Grade.                  One full-time EIP teacher that assists with Reading and Math for K-5th Grade                  One half-time instructional Coach to provide assistance and professional learning for teachers.                  Two full-time interventionists that provide RTI interventions and progress monitoring to all students who need assistance.</p>

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>All students at the beginning of the school year are screened in the areas of reading and math utilizing GKIDS, AIMS web+ and additional assessment instruments. Children who are identified as lower performing are placed in Tier II and monitored for a period of 8 weeks. During this time, additional interventions and progress monitoring are provided to the student. If the student does not demonstrate progress, the student is referred to Tier III where the student is provided further interventions. These interventions are selected and more specifically aligned to the individual student needs. OES utilizes the EIP checklist and RTI guidelines.</p>
<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Oakwood's special education team works closely with Challenge Child, Babies Can't Wait and other educational services to promote smooth transitions from Preschool to Kindergarten.</p>
<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Guidance counselor at OES coordinates and communicates with West Hall Middle's counselors to provide 5th Graders with a yearly visit to acclimate students and assist in transition. The counselor also provides information and support through her communication with middle school counselors for identified students of need.</p>
<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>The school's primary goal is to educate, not to punish: In teaching and applying the 8 Habits on a daily basis, OES proactively provides for positive self-efficacy in all students. When the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole.</p> <p>When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. A major consideration in the application of the code is that the disciplinary action taken by school officials be the least extreme measure that can resolve the discipline problem.</p>



<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Circumstances to be considered include, but are not limited to, the following factors: age, health, maturity, academic placement of the student, prior conduct, attitude, cooperation of the parents, willingness to make restitution, and the seriousness of the offense. Such factors may be taken into account in determining the punishment to be imposed, including any decision to impose a punishment that is more or less severe than suggested in the Code of Conduct.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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