



School Improvement Plan 2020 - 2021



**Hall County
Oakwood Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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| 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 type="checkbox"/> | Other (if selected, please describe below) |

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

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| 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 2020-2021 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 (if available) and K-2nd Grade level reading assessments. |

Action Step # 1

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| 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 | Monthly |

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| What partnerships, if any, 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 # 2

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| 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 |

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| What partnerships, if any, 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 # 3

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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 |

Action Step # 3

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| Position/Role Responsible | administration instructional coach |
| Timeline for Implementation | Weekly |

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| What partnerships, if any, 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

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| 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 : February to April 2020 |

Action Step # 4

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| What partnerships, if any, 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 # 5

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| 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 |

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| What partnerships, if any, 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 |
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2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

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| 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 2020-2021 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

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| 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 |

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| What partnerships, if any, 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 # 2

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| 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 |

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| What partnerships, if any, 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 |
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Action Step # 3

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| Action Step | Implement Core Essentials Character Education Curriculum |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant |

Action Step # 3

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| Subgroups | Race / Ethnicity / Minority Student with Disabilities N/A |
| 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 |

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| What partnerships, if any, 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 |
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Action Step # 4

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| 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 |

Action Step # 4

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| Timeline for Implementation | Monthly |
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| What partnerships, if any, 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)? | partnership with Partners in Ed to provide awards, incentives for students/staff |
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

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| 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 2020-2021 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

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| 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 |

Action Step # 1

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| What partnerships, if any, 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 # 2

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| 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 |

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| What partnerships, if any, 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: \$1,000 |
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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| <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 2019-2020 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 2020-2021 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 60% 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. One full-time EIP teacher to assist students.</p> |

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| <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> |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <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. Oakwood provided our parents and upcoming Kindergartners to a Kinder Camp in July 2020 to assist with students transition to the school.</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>Oakwood will begin full implementation of the PBIS model for the 2020-201 school year. 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. 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> |

ADDITIONAL RESPONSES

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| 8 Use the space below to provide additional narrative regarding the school's improvement plan | |
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