GaDOE
Georgia Department of Education

School Improvement Plan
2021 - 2022

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

Family & Community Engagement

Supportive Learning Environment

READY TO LEARN

READY TO LIVE

WHOLE CHILD

READY TO LEAD

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)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 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. Impact of COVID on school attendance and modality of learning.
Root Cause # 2	Not maintaining high expectations and instruction not aligned with standards or standards based instruction.
Goal	By the end of the 2021-2022 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 Grade level reading Assessments (Map, F&P)

Action Step # 1

Action Step	Staff Professional Learning focused on lesson components and reading comprehension.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Agendas Peer Observations and reflections PL Minutes Sign-In Sheets
Position/Role Responsible	Instructional Coach and Grade Level Teachers
Timeline for Implementation	Monthly

Action Step # 1

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)?	

Action Step # 2

Action Step	Reading and Writing PLC groups focused on reading comprehension and writing responses.
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	PLC minutes and agendas Milestone Data F&P assessment Data Sign-in sheets
Position/Role Responsible	Vertical PLC groups
Timeline for Implementation	Monthly

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)?	

Action Step # 3

Action Step	Parent and Family resources at planned monthly events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Meeting Agendas Meeting Minutes Sign-in Sheet
Position/Role Responsible	administration instructional coach Grade Level Teams
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	Student Data Notebooks: Grade Level notebook K-2nd grade, Student individual notebook 3rd- 5th grade.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Notebooks
Position/Role Responsible	Classroom Teachers
Timeline for Implementation	Monthly

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)?	

Action Step # 5

Action Step	Administer Assessments and analyze data to drive instruction. Map Assessment: Compare scores from beginning, middle, and end of year
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
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

Action Step # 5

Timeline for Implementation	Weekly

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: Licensed purchase of MAP assessment for students in grades K, 4, and 5.

Action Step # 6

Action Step	Provide Summer School opportunity for identified students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Summer School Lesson Plans Summer School Attendance Log Assessment Data
Position/Role Responsible	Summer School Teachers Summer School Coordinator
Timeline for Implementation	Yearly

Action Step # 6

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)?	

Action Step # 7

Action Step	Purchase leveled Texts
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student performance data
Position/Role Responsible	Teachers Instructional Coach
Timeline for Implementation	Yearly

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)?	

Action Step # 8

Action Step	Utilize Instructional Coach throughout the school year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Professional Learning agendas Assessment data teacher observations
Position/Role Responsible	Instructional Coach Administration
Timeline for Implementation	Monthly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

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	Lack of academic stamina from students, Impact of COVID on school attendance and modality of learning. Students need opportunities to practice math fluency skills and demonstrate automatically on a regular basis.
Goal	By the end of the 2021-2022 school year, there will be a 5% increase in the number of students performing on or above grade level in mathematics as measured by: EOG midpoints for 3rd-5th Grade Grade level Assessment (Map)

Action Step # 1

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

Action Step # 1

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)?	

Action Step # 2

Action Step	Data Analysis and Data Driven Strategies in the classroom for Math
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans TKES Minutes/Sign in Sheets Student Performance Data PL agendas
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

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)?	

Action Step # 3

Action Step	Implementation of Eureka Math in K-1st Grade
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson plans, TKES Observations
Position/Role Responsible	Administration Instructional Coach K-1st Teachers
Timeline for Implementation	Weekly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase participation of student and staff members at OES in character education and activities to increase resilience.
Root Cause # 1	Impact of COVID on school attendance and modality of leaning. Transition period from Leader in Me to PBIS. 2021-2022 will be full implementation of PBIS at OES.
Goal	By the end of the 2021-2022 school year, 100% of students and staff members at Oakwood Elementary will participate in character education and activities to increase resilience.

Action Step # 1

Action Step	Student Wellness Checks
Funding Sources	N/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	Survey Results
Position/Role Responsible	Teachers Counselor administration instructional coach
Timeline for Implementation	Weekly

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)?	

Action Step # 2

Action Step	Full Implementation of PBIS
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly PBIS team meetings
Position/Role Responsible	PBIS team Admin Teachers
Timeline for Implementation	Monthly

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)?	

Action Step # 3

Action Step	Parent Resource Planned Events
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Sign in sheets parent feedback surveys

Action Step # 3

Position/Role Responsible	teachers admin Instructional Coach Counselor
Timeline for Implementation	Monthly

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)?	

Action Step # 4

Action Step	NEST Groups (team building, trusted adults, social/emotional, service learning projects)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Calendar of events submit evidence of task completion
Position/Role Responsible	teachers Counselor Admin Instructional Coach
Timeline for Implementation	Monthly

Action Step # 4

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)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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.	At the end of the 2020-2021 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 2021-2022 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.

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.	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 five special education teachers on staff, the needs of children with special needs are met in the least restrictive environment.

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).	One part-time EIP teacher that assists with Reading and Math for K-5th Grade A full 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. One full-time CARES Act teacher to assist with student achievement gaps.

4 If applicable, provide a description of how teachers, in constation 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 mtiple (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.	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	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 2021 to assist with students transition to the school.

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.	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.

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.	Oakwood will begin full implementation of the PBIS model for the 2021-2022 school year. The school's primary goal is to educate, not to punish: while modeling RESPECT, RESPONSIBLITY and SAFETY. 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.

ADDITIONAL RESPONSES

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