



School Improvement Plan 2023 - 2024



**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)

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

Overarching Need as identified in CNA Section 3.2	Increase the number of students at Oakwood 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 FY24, the percentage of students in the 1st-40th percentile level of achievement on the MAP assessment in the area of Reading will decrease by 2% when comparing Fall to Spring performances.

Action Step # 1

Action Step	Staff Professional Learning focused on lesson components, reading comprehension, co-teaching strategies, and Crucial Conversation training.
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	PL Agendas Peer Observations and reflections PL Minutes Sign-In Sheets
Method for Monitoring Effectiveness	Improved literacy scores for students when comparing beginning of year to end of year.
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)?	Cost: substitute teachers for staff to attend PL. Swivl bot/iPad for recording instruction and providing feedback
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Action Step # 2

Action Step	Each homeroom teacher will identify 5 students close to reading on grade level. Teachers will monitor their academic progress and provide updates to all stakeholders on a monthly basis.
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	Meeting Agendas Meeting Minutes Sign-in Sheet
Method for Monitoring Effectiveness	Improved literacy scores for students when comparing beginning of year to end of year.
Position/Role Responsible	administration instructional coach Grade Level Teams
Timeline for Implementation	Monthly

Action Step # 2

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

Action Step	Staff will participate in Data Analysis and Data Driven Strategies in the classroom related to ELA. Staff will administer assessments and analyze data to drive instruction. Students will participate in the Map Assessment and staff will compare scores from beginning, middle, and end of year. Students will maintain EAGLE (Data) notebooks throughout the FY23-24 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans TKES Minutes/Sign in Sheets Student Performance Data PL agendas
Method for Monitoring Effectiveness	Increased math scores in student performance from beginning to end of year.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 3

<p>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)?</p>	<p>cost of purchasing materials for Data notebooks Utilize Partners in Ed to purchase items/provide opportunities for recognition of student performance.</p>
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Action Step # 4

<p>Action Step</p>	<p>Provide Summer School and utilize Instructional Extension funding to provide additional learning opportunities for identified students.</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Summer School Lesson Plans Summer School Attendance Log Assessment Data</p>
<p>Method for Monitoring Effectiveness</p>	<p>Improved literacy scores for students when comparing beginning of year to end of year.</p>
<p>Position/Role Responsible</p>	<p>Summer School Teachers Summer School Coordinator Hired Instructional Extension teachers</p>
<p>Timeline for Implementation</p>	<p>Yearly</p>

<p>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)?</p>	<p>use afterschool extension money to fund academic support</p>
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Action Step # 5

Action Step	Utilize Title I funds for staff members (Instructional Coach, 0.5 Title I teacher) and to purchase resources 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	Professional Learning agendas Assessment data teacher observations
Method for Monitoring Effectiveness	Improved literacy scores for students when comparing beginning of year to end of year.
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)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the performance of Oakwood students in the area of math.
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 FY24, the percentage of students in the 1st-40th percentile level of achievement on the MAP assessment in the area of Math will decrease by 2% when comparing Fall to Spring performances.

Action Step # 1

Action Step	Professional learning for all staff members on Math strategies, lesson components, and co-teaching models.
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	Sign in sheets Minutes PL agendas
Method for Monitoring Effectiveness	Increased math scores in student performance from beginning to end of year.
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)?	
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Action Step # 2

Action Step	Staff will participate in Data Analysis and Data Driven Strategies in the classroom related to Math. Staff will administer assessments and analyze data to drive instruction. Students will participate in the Map Assessment and staff will compare scores from beginning, middle, and end of year. Students will maintain EAGLE (Data) notebooks throughout the FY23-24 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 Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans TKES Minutes/Sign in Sheets Student Performance Data PL agendas
Method for Monitoring Effectiveness	Increased math scores in student performance from beginning to end of year.
Position/Role Responsible	Administration Instructional Coach Teachers
Timeline for Implementation	Weekly

Action Step # 2

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

Action Step	Implementation of Eureka Math in Grades 4th/5th (school wide for FY23-24).
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 Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, TKES Observations
Method for Monitoring Effectiveness	Increased math scores in student performance from beginning to end of year.
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)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

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).</p>	<p>At the end of the 2022-2023 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 June to compile the information and begin shaping the 2023-2024 school. The FY23-24 Leadership Team met an additional time in June to review the CNA data, confirm our SIP goals and develop action steps for the FY23-24 school year.</p> <p>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. With 6.5 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>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. One part-time interventionist that provides RTI interventions and progress monitoring to all students who need assistance. One full-time CARES Act teacher to assist with student achievement gaps.</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>N/A</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<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 2023 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; andIncreased 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 year three of full implementation of the PBIS model for the 2023-2024 school year. The school's primary goal is to educate, not to punish: while modeling RESPECT, RESPONSIBILITY 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.</p>

ADDITIONAL RESPONSES

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