



# School Improvement Plan 2024 - 2025



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 (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	During the 2024-2025 school year, the percentage of students in each grade level that met or exceeded their projected student norms growth goal for reading in the Spring 2025 will increase by 2%, thus impacting overall achievement. This will be measured by the data collected in the Spring 2025 student growth summary report of the NWEA MAP for Reading and compared to the same report from Spring 2024.

Action Step # 1

Action Step	Implementation of Benchmark Reading, Writing, and Phonics Workshops in K-5th Grade. Staff Professional Learning focused on lesson components, reading comprehension, collaborative planning, and Georgia Literacy Modules.
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	PL Agendas Peer Observations and reflections PL Minutes Sign-In Sheets Lesson Plans
Method for Monitoring Effectiveness	Increase in student achievement and growth via NWEA MAP and Milestone EOG Scores.  Unit pre-tests and post tests

Action Step # 1

Position/Role Responsible	Instructional Coach and Grade Level 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)?	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 at grade level. Teachers will monitor their academic progress and provide updates to all stakeholders on a monthly basis.
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 Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas Meeting Minutes Sign-in Sheets Student Data Reports from Fall, Winter, Spring NWEA MAP Assessments
Method for Monitoring Effectiveness	Improved literacy scores for students when comparing beginning of year to end of year scores in NWEA MAP Assessments..
Position/Role Responsible	administration instructional coach Grade Level Teams
Timeline for Implementation	Monthly

Action Step # 2

<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>Poster marker supplies (ink/paper)</p>
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Action Step # 3

<p>Action Step</p>	<p>Utilize Title I funds for staff members (Instructional Coach, Title I teacher, instructional extension teachers) and to purchase resources throughout the school year.</p> <p>Students will maintain EAGLE (Data) notebooks throughout the FY24-25 school year.</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 Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Professional Learning agendas Assessment data teacher observations</p> <p>Purchase orders and Packing Slips</p> <p>Time sheets for instructional extension</p>
<p>Method for Monitoring Effectiveness</p>	<p>Improved literacy scores for students when comparing beginning of year to end of year scores in NWEA MAP Assessments.</p>
<p>Position/Role Responsible</p>	<p>Administration Instructional Coach Teachers</p>
<p>Timeline for Implementation</p>	<p>Weekly</p>

Action Step # 3

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>Title I Funds</p> <p>Costs: cost of purchasing materials for Data notebooks</p> <p>Utilize Partners in Ed to purchase items/provide opportunities for recognition of student performance.</p> <p>Supplies for students as related to Benchmark (folders, composition notebooks).</p> <p>Title I and instructional extension funds for retired teachers to provide academic instruction.</p> <p>Title I Funds for personnel salaries and benefits.</p>
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Action Step # 4

Action Step	Provide Summer School and utilize Instructional Extension funding to provide additional learning opportunities for identified students.
Funding Sources	Title I, Part A
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p>
Systems	<p>Coherent Instruction</p> <p>Supportive Learning Environment</p>
Method for Monitoring Implementation	<p>Summer School Lesson Plans</p> <p>Summer School Attendance Log</p> <p>Assessment Data</p>
Method for Monitoring Effectiveness	Improved literacy scores for students when comparing beginning of year to end of year.
Position/Role Responsible	<p>Summer School Teachers</p> <p>Summer School Coordinator</p> <p>Hired Instructional Extension teachers</p>
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)?	<p>Costs: use afterschool extension and Carryover Title I funds to fund academic support.</p>
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Action Step # 4

<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>Costs: use afterschool extension and Carryover Title I funds to fund academic support.</p>
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Action Step # 5

<p>Action Step</p>	<p>Engage teachers in school wide walk throughs to observe and reflect on literacy strategy usage in the classroom.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title II, 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 Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Creation of observation instrument identifying literacy strategies implemented by teachers during instructional time.  MAP testing growth measures</p>
<p>Method for Monitoring Effectiveness</p>	<p>Improved literacy scores for students when comparing beginning of year to end of year scores in NWEA MAP Assessments.  Increased % of observed implementation of effective literacy strategies in classrooms.</p>
<p>Position/Role Responsible</p>	<p>Instructional Coach Administration</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

Action Step # 5

<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>Costs: Subs for professional learning</p>
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Action Step # 6

<p>Action Step</p>	<p>Staff will analyze data throughout the FY24-25 school year:                  Leadership team will meet twice per month with one meeting focusing on progress towards SIP goals                  Bi-weekly homeroom teachers will analyze student data and student work samples during collaborative planning with admin and Instructional Coach.</p>
<p>Funding Sources</p>	<p>Title I, Part A                  Title II, 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                  Professional Capacity</p>
<p>Method for Monitoring Implementation</p>	<p>Agendas                  Notes                  Sign in Sheets</p>
<p>Method for Monitoring Effectiveness</p>	<p>Improved literacy scores for students when comparing beginning of year to end of year scores in NWEA MAP Assessments.</p>
<p>Position/Role Responsible</p>	<p>Teachers/Instructional Paraprofessionals                  Administration                  Instructional Coach                  Leadership Team</p>
<p>Timeline for Implementation</p>	<p>Monthly</p>



Action Step # 6

<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>Title I funds                      Title IIA                       Cost: Subs for PL</p>
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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 parent participation in regards to communication and attending school academic events.
Root Cause # 1	Impact of COVID on school attendance and priority on academics. Change in population demographics (increase in Hispanic families) and a lack of veteran experience from parent team.
Goal	For FY24-25, there will be a 10% increase in parent involvement and responsibility when comparing FY23-24 to FY24-25 as measured by event sign in sheets and parent feedback surveys.

Action Step # 1

Action Step	Intentional focus on Parents who have signed up for Parent Portal in Infinite Campus.  Creation of a designated area at Open House and parent involvement events.  Monthly contact to parents who have not registered for an account.
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	IC Report on Parent Portal Accounts
Method for Monitoring Effectiveness	Increased % of parents who have signed up for Parent Portal in Infinite Campus.  Increased parent involvement will assist with improving student academic performance.
Position/Role Responsible	Administration Secretary Teachers Parent Liaison
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)?	Costs: Title I parent engagement funds
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Action Step	Increased opportunities for parent involvement events: 3 Grade level academic nights 4 Title I nights (Curriculum, Science Night, Literacy/Math Game Night, Assessment) Title I Annual Meeting and Title I Parent Input Meeting Additional non-academic events (Fiesta, dance, etc).
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	Parent Sign in Sheets Meeting Agendas
Method for Monitoring Effectiveness	Increased % of parents who attend events and monitoring of parent feedback.  Increased parent involvement will assist with improving student academic performance.
Position/Role Responsible	Administration Instructional Coach Teachers Parent Liaison
Timeline for Implementation	Yearly

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)?	
Action Step # 3	Costs: Title I parent engagement funds

Action Step	Increased communication between school and Parent Leadership Team to include monthly check ins.  Creation of a Student Council  Revamping of School Social Media accounts to increase communication.
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	Creation of school Instagram Account  Google Analysis of Parent Newsletter  Notes from meeting with the Student Council and Parent Leadership Team.
Method for Monitoring Effectiveness	Increased involvement from The Parent Leadership Team and growth of team members.  Increased parent involvement will assist with improving student academic performance.
Position/Role Responsible	Administration Instructional Coach Teachers Parent Liaison Student Council Representative from School
Timeline for Implementation	Monthly

Action Step # 3

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)?	
	Costs: none/general funds

Action Step	In addition to Title I parent surveys, Oakwood will create parent surveys to monitor parent involvement and receive feedback throughout the school year.  Focused attention on student and parent responsibilities outside of school environment: Increase accountability on student absences/tardies Additional focus on embracing our Hispanic community
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	Creation of Oakwood Parent Survey  Documentation of attendance/tardy letters and attendance meetings/contracts.
Method for Monitoring Effectiveness	Increased % of parents who respond to surveys and adjustments to school procedures based upon parent feedback  Increased parent involvement will assist with improving student academic performance.
Position/Role Responsible	Administration Instructional Coach Teachers Parent Liaison
Timeline for Implementation	Monthly

Action Step # 4

<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>/td /tr /tbody /table</p>
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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 2023-2024 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 2024-2025 school. The FY24-25 Leadership Team met an additional time in June to review the CNA data, confirm our SIP goals and develop action steps for the FY24-25 school year. 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 8 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.</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.

N/A



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 Parent Informational Night in April 2024 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 is in year five of full implementation of the PBIS model for the 2024-2025 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.	
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