



## School Information

Enter your school's name and your principal's name.

School:	Oakville Elementary School
Principal:	Laurel Dietz Anderson
School Year:	2023-2024

Enter the members of your school leadership team.

## SIT Membership

Name	SIT Role	Role in School
Laurel Dietz Anderson	Administration	Principal
Kathy Reineke	IRT	IRT
Kristin Curtis	Other	School Counselor
Tori Furr	Classroom Teacher	General Education Teacher/Leadership Cohort Participant 2023-2024
Beth Hill	Parent	PTA President
Kim Burroughs	Parent	PTA Treasurer
Megan Russell	Parent	PTA Secretary
Courtney Towne	Support Staff	Pupil Personnel Workder
	Select Role	
	Select Role	

**This year, our school will focus on:**

Use the boxes below to provide an introduction to your SIP. This introduction also will be used to populate your School Profile (to be posted online after completion). Be sure to note your school’s key strengths, progress made during the prior year, areas for continued growth for the next year, and connection between your school's work and our school system's mission.

<b>Introduction to your SIP/ School Profile (approximately 100 words)</b>	<p>Oakville Elementary School is a small community school of 310 students in grades PreK-5 located in the central portion of St. Mary’s County. The majority of our students come to school ready to learn. Demographics include a minority population of 28%, a FARMS population of 43%, and a special education population of 8%.</p> <p>Our mission for Oakville Elementary School is, “One community committed to learning and safety of all children.” When we make this statement, we include all Oakville students, regardless of race, economic status, or disability. We hold ourselves accountable to creating a safe learning environment for every student who walks through our doors. We implement both Tier 1 and Tier 2 strategies aligned with positive behavior and academic instruction through alignment with a multi-tiered system of support (MTSS). Our P.A.W.S. program teaches students to show their personal best, act responsibly, work hard, and remember safety first. For the 2023-2024 school year, we will uphold our mission with rigor, relevance, and relationships.</p> <p>Community is important to us at Oakville. We strive to have the words "goal-oriented", "fun", "inclusive", and "thriving" used to describe our community. We believe that children learn and adults work best in an environment where they feel respected and safe. We are focused on four areas in our development of community: 1) Cultivating respectful, supportive relationships among students, teachers, and parents, 2) Emphasizing common purposes and ideals, 3) Providing opportunities for service and cooperation, and 4) Providing opportunities for independence and influence.</p> <p>Oakville Elementary School works collaboratively to provide a warm, nurturing environment for our children. We have developed a true sense of community and strong knowledge of our students’ academic and social-emotional needs.</p>
<b>Equity Vision Statement (approximately 50 words)</b>	<p>At Oakville Elementary School, we envision a community where every student's potential is nurtured, celebrated, and empowered. We strive to create a safe and inclusive environment that embraces diversity, fostering a sense of belonging for all. Through equitable educational practices, we aim to cultivate a love for learning. Our commitment to fairness and compassion ensures that every student receives the support they need to thrive academically, emotionally, and socially, preparing them to become compassionate citizens. We are a "one community committed to the learning and safety for all children".</p>
<b>Your School's Key Strengths (approximately 50 words)</b>	<p>Our school's key strength is the relationship we build and maintain with our families. Oakville is a community school where parents feel a sense of history and connection to the school. Our families frequently provide feedback that they feel like the staff in our school know, expect the best of and for, and love their children.</p>

<p><b>Progress Made During Prior Year</b> (approximately 50 words)</p>	<p>Our school made significant progress in our implementation of our Tier 1 Multi Tiered System of Support (MTSS) model in the area of behavior during the 2022-2023 school year. According to the Tiered Fidelity Inventory, our implementation of Tier 1 behavior systems went from a 40% in the 2021-2022 school year to an 80% in the 2022-2023 school year. Our growth in this area is a result of our staff's ability to demonstrate a commitment to the explicit instruction of behavioral expectations as well as embrace a true nature of feedback in this area to students. Our school made a shift from the concept of "discipline" to "consequence", as well as celebrating the positive, or "expected", in students' behavior more frequently than bringing attention to the "unexpected" in students' behaviors.</p> <p>Our school also made significant progress in the academic achievement of our students identified as Economically Disadvantaged. Our MCAP data shows the following data points related to this subgroup:</p> <p><u><b>Math</b></u> ED SY 22 3rd Grade (<b>15%</b> Proficient or Exceeds) to ED SY 23 4th Grade (<b>50%</b> Proficient or Exceeds) ED SY 22 4th Grade (<b>15.6%</b> Proficient or Exceeds) to ED SY 23 5th Grade (<b>20%</b> Proficient or Exceeds)</p> <p><u><b>ELA</b></u> ED SY 22 3rd Grade (<b>31%</b> Proficient or Exceeds) to ED SY 23 4th Grade (<b>46%</b> Proficient or Exceeds) ED SY 22 4th Grade (<b>15.6%</b> Proficient or Exceeds) to ED SY 23 5th Grade (<b>33%</b> Proficient or Exceeds)</p>
<p><b>Areas of Continued Growth for Upcoming Year</b> (approximately 50 words)</p>	<p>Our school will continue to build upon our successful implementation of our Tier 1 Multi Tiered System of Support (MTSS) model in the area of behavior during the 2023-2024 school year. It is our plan to maintain the foundation built in order to implement a Tier 2 MTSS model in the area of behavior with the introduction of a Check in Check Out intervention model during the 2024-2025 school year. Our school also continues to grow our Tier 1 and Tier 2 MTSS model in the area of academics, focusing on how small group instruction can be leveraged to provide students with just in time learning to fill any gaps in foundational skills in the area of reading and math.</p>
<p><b>Connection Between School's Work and SMCPS Mission</b> (approximately 50 words)</p>	<p>Oakville Elementary School's efforts in ensuring a rigorous curriculum and a safe learning environment for all students aligns with the mission of St. Mary's County Public Schools. Our school and district are committed to knowing our students and their needs in a safe, positive environment in which all students will meet their full potential.</p>

School Improvement Goals

2023-2024

Oakville Elementary School

For each goal, enter the prior year's percentage from the SIP Goals Report under "Baseline." Then, decide on and enter your school-specific goal under "School Goal." The percentage change will auto-populate.

You are asked to choose the same one or two focus groups for all of your metrics and apply the strategies you develop in your SIP focus areas to one or both of your focus groups.

Next to "Rationale," explain why you chose this focus group and/or percentage change.

Metrics											
		Measure	Group	SY18 Data	SY19 Data	SY22 Data	SY23 Data	SY24 Goal	Percentage Point Increase	Rationale/notes (optional) [1]	SY24 AMO [2]
Academic Indicators	Academic Achievement	MCAP (PARCC) Performance - English (% Proficient)	All Students	50.0%	67.9%	60.2%	58.3%	65%	6		51.09%
			ELA Grade 3	51.1%	64.1%	57.7%	60.0%	61%	1		
			ELA Grade 4	56.7%	65.1%	71.9%	65.0%	66%	1		
			ELA Grade 5	47.5%	71.0%	51.2%	50.0%	68%	18		
			Economically Disadvantaged	27.3%	45.5%	27.93%	43.3%	50%	6.7	(SY22 - 3rd - 31%; 4th - 15.6%; 5th - 0%) (SY23 - 3rd - 29%; 4th - 46%; 5th - 33%)	38.46%
			Special Education	7.7%	16.7%	21.40%	10.0%	15%	5	(SY22 - 3rd - 0%; 4th - 0%; 5th - 4%)	19.23%
		MCAP (PARCC) Performance - Mathematics (% Proficient)	All Students	54.2%	66.4%	52.5%	57.3%	66%	8		54.80%
			Math Grade 3	48.9%	53.9%	48.1%	60.0%	62%	2		
			Math Grade 4	73.3%	79.6%	71.9%	62.0%	66%	4		
			Math Grade 5	39.0%	61.3%	36.6%	50.0%	69%	20		
			Economically Disadvantaged	30.4%	45.5%	18.20%	38.0%	41%	3.14	(SY22 - 3rd -14%; 4th - 15.6%; 5th - 0%) (SY23 - 3rd - 36%; 4th - 50%; 5th - 20%)	41.14%
			Special Education	23.1%	8.3%	14.30%	20.0%	23%	3.28	(SY22 - 3rd - 0%; 4th - 0%; 5th - 4.8%)	26.57%
			All Students	72.0	62.0	96.3					

Academic Progress	MCAP (PARCC) Growth - English	Economically Disadvantaged	73.0	57.0	50.0					
		Select Focus Group								
		All Students	71.0	84.0	81.4					
		Economically Disadvantaged	77.0	77.0	65.0					
		Select Focus Group								
		All Students		23.3%	23.7%	48%	50%	2		
		Economically Disadvantaged		no available data	0%	25%	30%	5		
		Special Education		no available data	0%	0%	3%	3		
		All Students	100%	100%	100%	100%	100%	0		
		Economically Disadvantaged	100%	100%	100%	100%	100%	0		
		Special Education	100%	100%	100%	100%	100%	0		
		All Students								
	ELL Proficiency	All Students								
School Quality Indicators	(Students NOT) Chronically Absent	All Students	87.8%	88.3%	70.8%					
		Economically Disadvantaged	82%	82%	54%					
		Special Education	81.20%	89%	68%					
		Educators (out of 3)		2.8	1.7					
		All Students (out of 7)		4.7	4.4					
		Economically Disadvantaged		no available data	no available data					
		Special Education		no available data	no available data					
		All Students	97.4%	100%	100%	100%	100%	0		
		Economically Disadvantaged	no available data	100%	100%	100%	100%	0		
		Special Education	no available data	100%	100%	100%	100%	0		
		All Students								
		Economically Disadvantaged								
		Special Education								

On this sheet, you will enter your school's strategies for the year for each of the SIP focus areas.

Academic Indicators	Academic Achievement (curriculum)				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	UST Meetings	All students	Classroom Teachers, Laurel Anderson and Kathy Reineke	Students in the Intensive and Strategic level at the beginning of the year will grow by one level by the end of the year. Students in the Core/Core+ level at the beginning of the year will maintain that level by the end of the school year.	Student Group Worksheets, Google Form Submission, Calendar Invites, Intervention Groupings	DIBELS scores that show growth (or maintenance) in targeted areas
	Targeted Small Group Instruction (Math)	All students	Classroom Teachers, Kathy Reineke	Students in 3rd, 4th, and 5th grade will regularly participate in differentiated small group math instruction	PLC Meeting Notes	Student progress as measured by Unit Checkpoints and End of Unit Assessments
		Select Focus Group				
	Instructional Practice (professional development)				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	UDL	All students	Laurel Anderson	Complete all units of instruction and implement required strategies	PLC Meeting Agenda, Staff Meeting Agenda, Google Form Follow-Up	Classroom observation, staff meeting/PLC discussions, Google Form completion
	Social Emotional Learning Strategies	All students	Tori Furr	Provide staff with at least one new strategy to implement monthly	Staff Meeting Agenda	Google Form Survey of Teachers
	Zones of Regulation	All students	Laurel Anderson	All staff will participate in Zones of Regulation Basic Training and implement learned strateifies in their classrooms	Professional Development Plan and Agendas	Classroom observation, staff meeting/PLC discussions
	Attendance				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	Contact all students who were chronically absent for the 2022-2023 school year at the beginning of year as a proactive measure in working with families to remove any barriers to conisistent school attendance.	All students	Kristan Curtis, Courtney Towne	Reduce number of students who are chronically absent by 15%. <i>(49 students were chronically absent for the 2022-2023 school year)</i>	Student Note Entry (eSchool)	Reduced number of students with absence events from the end of the 2022-2023 school year to the end of the 2023-2024 school year.
S	Quarterly review of student attendance with Attendance Meetings scheduled as necessary according the the SMCPS ES Attendance Guidance Document	All students	Kristan Curtis, Courtney Towne, Laurel Anderson	Reduce absence events for students who are identified to have 5 or more absence events in a quarter <i>(Attendance Committee met with 11 students' families in the 2022-2023 school year)</i>	Attendance Review Scheduled Meetings, Parent Attendance Meeting Schedule, Attendance Plan, Teacher Contact Logs	20% of students who are placed on attendance plans are able to be removed before the end of the 2023-2024 school year.
		Select Focus Group				
	School Culture & Climate				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success

School Quality Indicators	Zones of Regulation (Tier 1 Instruction)	All students	Kristan Curtis, Classroom Teachers	All K-5 students will have completed the Zones of Regulation curriculum	School Counselor lesson plans, Student Artifacts from Zones of Regulation curriculum, Safe Space in each student space in the school with Zones of Regulation visuals posted	Reduction in the amount of time students have to leave the classroom due to self-regulation events
	Community Gathering	All students	Layne Thompson, Haley Boomer, Tori Furr	Hold monthly Community Gatherings for the 2023-2024 school year	School Calendar	Increased attendance, decreased behavior incidents
	Challenging & Well-Rounded Curriculum				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	"Wow" Facts - United States (Research)	All students	Joni Cummins	3rd grade students will complete at least one "Wow" Facts Challenge	Independent research rotation provided to 3rd grade students regularly	Student emails sent to the Media Specialist
		Select Focus Group				
		Select Focus Group				
	Family Engagement				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	Grade Level Parent Lunch Bunches (Quarterly)	All students	Laurel Anderson	20% of parents from each grade level attend at least one lunch bunch during the school year	Report of topics generated at the Lunch Bunch	Google Form/Survey of Parents
	SIP Team Meeting/Parent Night (Semester)	All students	Laurel Anderson and Kathy Reineke	20% of parents from the entire school attend at least one Parent Night during the school year	Report of topics covered at the Parent Night	Google Form/Survey of Parents
		Select Focus Group				
	Other				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	EducatlNG and CelebratlNG	All students	Kristan Curtis, Jennifer Woodard	Attend 30% of parent reported etxta curricular events	Google Form, Pictures for SMORE, Postcards	Google Form/Survey of Parents and Students
		Select Focus Group				
		Select Focus Group				

Evidence	
<p>First, determine the priorities for your school's content work for the year by considering the strengths and/or barriers that are leading to the increasing or decreasing differences between your prior year baseline data and your next year's goals. All schools are required to determine a focus for literacy and are encouraged but not required to determine a focus for math.</p> <p>Next, prioritize at least one key strategy your school will take to advance this focus area with all students and as applicable, strategies specific to one or both of your focus groups. For each strategy, consider the end of year target you plan to reach during the school year. This end of year target should link back to one or more of your SIP goals.</p> <p>Next, outline the implementation data and outcome data you will examine to determine your success on that strategy. Implementation data focuses on adult actions taken to advance progress on the strategy and helps tell you whether you are executing the strategy the way you said you would. Outcome data focuses on the results you expect to see if the strategy is implemented with fidelity. It can include data on students, staff, or families and helps tell you whether the strategy is working.</p>	
Evidence of Implementation	Evidence of Success
Implementation data, or Evidence of Implementation, focuses on adult actions taken to advance progress on the strategy and helps tell you whether you are executing the strategy the way you said you would. This section should answer the question: How do we know we are implementing this strategy?	Outcome Data, or Evidence of Success, is the results you expect to see if the strategy is implemented with fidelity. It can include data on students, staff, or families and helps tell you whether the strategy is working. This section should answer the question: How do we know this strategy is successfully moving us towards our overall goal for this area?
End of Year Target	
Your End of Year Target should link back to one or more of your SIP goals and reflect where you plan to be by the end of the year.	



[1] Explain why you chose this focus group and/or percentage change. [Note: Text box will expand to show all that is written].

[2] Annual Measurable Objectives (AMOs) are state established performance targets that assess the progress of student subgroups, schools, and each LEA.