



D.R.E.A.M Team

Oakleaf High School
Clay County Florida

To combat areas of need and ensure all voices are heard the **D.R.E.A.M (Driven, Reflective, Engaging, Achieving and Meaningful)** Team program was created. The D.R.E.A.M Team focuses to bridge the gap between staff ,students and administration in order to create an environment that is conducive to safe, inclusive, strategic, inspiring, engaging and relevant learning that produces successful results for all.

The D.R.E.A.M team includes staff, students and administration that are driven to make a positive and productive change in the school's climate and culture. The team meets to discuss the school's current state of progress, to include areas such as instructional pedagogy, attendance, behaviors, climate and culture, as well as safety concerns, retention, and school operations (i.e., tardy and dismissal procedures, etc...). The team establishes a list of solutions based on the conversations that can assist with improving areas of need in order to create a strategic plan to put in action.



Purpose of the D.R.E.A.M Team

The purpose of this program is to collect real time data from our teachers and students on school climate and culture, as well as the effectiveness or lack thereof of our current operations, processes and procedures in order to develop a strategic action plan to combat areas of need, improve our methods and yield successful academic, retention and climate results..

Goal of the D.R.E.A.M Team

Our goal for student success is to establish effective classroom routines, modify instructional approaches, and build positive rapport. Our goal for teacher/staff retention is to identify resources for morale boosting, ensure school safety and build a culture of understanding. For all, we want student and teacher academic and personal growth and development.



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Kath, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Kath, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

Who are the D.R.E.A.M Team

The D.R.E.A.M Team consists of.....

Students who are experiencing the following areas of concern (**academic deficiencies, attendance, discipline and tardy issues**). We need these particular students to help us identify barriers that affect them and others with similar needs from being successful in these areas. We want to collect real time data from those experiences and help develop relevant, tangible and measurable solutions.

The goal is for **ALL STUDENTS TO BE SUCCESSFUL.**



D.R.E.A.M Team Focus Areas

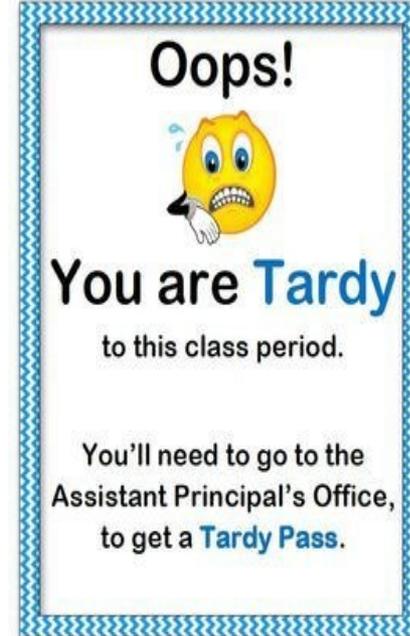


Attendance

Behavior

Tardy

Academics



D.R.E.A.M Team - Photos



D.R.E.A.M Team Meeting - Videos



D.R.E.A.M Team - Videos

DREAM Team Meeting Video



DREAM Team Meeting Video



SOEL Credit Mentorship Video



Subgroup Feedback Review- Academics



Barriers:

- Mental Health Concerns
- Homework issues (No computer access at home, working or don't understand assignment)
- Not enough opportunities to collaborate with peers in the classroom (i.e., small groups, etc...)
- Don't truly understand how to write a paragraph or proper sentence structure (need more practice)
- Students are absent/tardy a lot (sometimes make-up work is not accepted)
- Poor attitudes in students because they don't see the value in education

Recommendations/Initiatives

- BUG Award- Bring Up grade (Caraway)
- Rethink current rewards systems
- More parent and student contact to inform us where we stand academically
- A new system where grades/attendance are converted into points and points can be redeemed by students for something they choose. Rewards could include:
 - Field day, field trips
 - Free absence pass
 - Food/snacks they actually want
 - School swag
 - Dance/game tickets
 - Positive phone call home
 - Afternoon movie/popcorn
- College/Career/Life Workshops after school
- Students would like to work with teachers or other professionals to help them with topics like
 - Getting into college
 - Credit cards
 - Taxes
 - Housing
 - Health Care
 - Life skills like laundry, cooking, etc
 - Could also work in some writing workshops (both for school and the real world)

Subgroup Feedback Review- Behavior



Barriers:

- Mental Health Concerns
- Family dynamics (No support at home, students having to take on adult responsibilities like taking care of siblings, etc..)
- Adults think that all kids think the same way and don't want to hear us.
- Lack in structure and consistency (Some teachers follow the school and their classroom rules and some don't. It is confusing)
- If we mess up don't hold a grudge with us and hold it against us.
- Feeling uncomfortable to perform in class when we don't understand
- Peer pressure/ Saving face

Recommendations/Initiatives

- Call home and let parents know that students are doing well.
- Recognize students who have made positive behavior changes like they do with honor roll breakfast
- Have class competitions for the best behaved class in the school.
- Make monopoly cards for rewards that they can get from administrators or deans for a change in behaviors
- Take away their rights to go to or participate in certain events/activities if they have so many referrals
- Make them join a mentoring group as part of their punishment.

Subgroup Feedback Review- Attendance



Barriers:

- Don't live in our school zone
- Parents work and kids have to make sure their siblings get to school
- No real consequences for absences (Teachers will let us make up work and I can still get a passing grade. We can keep our parking passes)
- Transportation issues (no vehicle and we live more than 2 miles away)
- Students have to take on adult roles and work to help with bills around the house
- No motivation to go to school- Don't see the point

Recommendations/Initiatives

- Attendance Contracts that will include school activities/events that will be taken away if attendance doesn't improve.
- Attendance celebrations for students who improve their attendance just like honor roll (Monthly lunch with admin or quarterly breakfast, etc...)
- Team up with parents to incentivize students to come to school.
- Homework pass or extra credit for perfect attendance for the month

Subgroup Feedback Review- Tardy



Barriers:

- Not enough time between classes
- Hallways and stairwells are crowded
- No consistency in teachers marking kids tardy
- Don't like the class
- Don't get along with the teacher
- Peer pressure/Talking to friends

Recommendations/Initiatives

- Tardy improvement awards given by the Deans/Admin
- Class incentives like homework passes, extra credit on quizzes, free day for getting to class on time all month - Monthly rewards

D.R.E.A.M Team - Strategic Interventions



Academics

1. - Bug Up Award (Reward for increasing letter grades)
2. - Data Chats/Positive call home
3. - Ticket to after school movie/popcorn

Behavior

1. - Have class competitions for good behavior and the classes with the least amount of incident referrals (1 per subject area) will be rewarded. Monthly
2. - Make monopoly cards for rewards that they can get from administrators or deans for a change in behaviors (Deans will pull report)

Attendance

1. - Monthly celebrations for 100 % attendance and Attendance Gains (certificate and candy)
2. - Free ticket to the student and one guest to any games or event

Tardy

1. - Select at least 20 students to participate in an incentive program for tardies where they help create their own tardy contract and if they meet their goals, then we can take them out to lunch (i.e., Olive Garden, etc..)
2. - Ice cream social for those with improved tardies and no tardies.

Schoolwide Recognitions/Celebrations

1. - Teacher of the Month (Include one teacher from each subject area: Math, Science, Social Studies, ELA, Fine Arts, Electives, CTE)
2. - Student of the Month (Include one student from each subject area: Math, Science, Social Studies, ELA, Fine Arts, Electives, CTE)

D.R.E.A.M Team Meetings- Student of the Month



Chick-fil-e PRESENTS THE STUDENT OF THE MONTH CAREER TECHNICAL EDUCATION DEPARTMENT



Jakira Noble

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH MATH DEPARTMENT



Jasmine Mejias

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH SOCIAL STUDIES DEPARTMENT



Jackson Clark

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH ENGLISH DEPARTMENT



Ryan Mangome

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH SCIENCE DEPARTMENT



Joel Bazinet

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH SOCIAL STUDIES DEPARTMENT



Mia Phillips

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH CTE DEPARTMENT



Tony Gray

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH READING DEPARTMENT



Kailey Hogan

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH FINE ARTS DEPARTMENT



Enrique Ortega

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH READING DEPARTMENT



Ilyonna Jackson

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH ENGLISH DEPARTMENT



Andrew Lines

OHS

Chick-fil-e PRESENTS THE STUDENT OF THE MONTH WORLD LANGUAGE DEPARTMENT



Kaleena Feng

OHS

Each department selects a student of the month. This student can exhibit superior behavior, academics, attendance or just goes above or beyond the call of duty.

The nominated student can also show growth in the areas of academics, attendance, behavior and tardies.

We want to recognize students who are making the right choices even if that means they made decreases in behaviors that were not deemed beneficial to their academic performance.

D.R.E.A.M Team Meetings- Teacher of the Month

Why wait until the end of the year to select ONE teacher of the year, when you can have multiple teachers recognized for their outstanding work. So we decided to boost morale by having teachers of the month from each content area. Happy and acknowledged teachers can increase instructional quality thus contributing to an increase in academic success.

CONGRATULATIONS TO THE AUGUST TEACHERS

- OF THE MONTH -



English
Rebecca Crews



Math
Vontrese Butler



Social Studies
Gregory Martin



Foreign Language
Malievi Rodriguez



Fine Arts
Alex Abreu-Figueroa



CTE
Victoria Gwaltney



Science
Mariah Mack

CONGRATULATIONS TO THE SEPTEMBER TEACHERS

- OF THE MONTH -



English
Edwin Jean-Baptiste



Math
Kimberly Harris



Social Studies
Tomeka Gross



Foreign Language
Maria Ramon



Fine Arts
Cameron Renfrow



CTE
Veronica Brown



Science
Lori Ricks



Reading
Bryan Gamble



D.R.E.A.M Team - Discipline Data- Overall

Decrease

	August	September	October	November	December	January
Behavior Incident Tracking		4			1	
Bullying & Cyberbullying				1		
Defiance/Disrespect/Insubord	6	18	16	16	9	5
Dispute Student to Student Confrontation	4	2	7	2	2	2
Dress Code Violation				2		
Drugs - Possession/Use	2	5		1	1	
Drugs - Sale/Distribution			1			
Felony Charges outside school		3		2		1
Fighting	6	4	3	1	6	2
Harassment		1				
Inapprop use of Technology		7	10	5	5	4
Inappropriate Conduct	3	12	28	17	19	8
Leave School w/o Permission	1	1				
Other Major Offense				1		

	August	September	October	November	December	January
Profanity/Obsc Lang/Gesture		1		3	3	
Simple Battery			1	2		
Skipping Class	7	15	20	24	22	12
Stealing/Petty Theft <\$300	2		1			
Student Confront/Sch Bd Emp		2	1	3	1	
Tardy		73	35	65	40	1
Threat/Intimidation		2	1	3		2
Tobacco	2	1		2	9	
Unprocessed Referral	5	7	1	1	3	5
Use Prof/Gesture/Sch Bd Emp	1	1			1	
Violation of Behaviour Contract					1	1
Violation of Classroom Rules	2	6	5	6		4
Weapon Possession	1					
Wireless Communication Device	17	39	31	22	13	7
Grand Total	59	204	161	179	136	54

D.R.E.A.M Team - Academic Data

In speaking with students, teachers and counselors, as well as conducting success team meetings and discipline hearings there has been a huge observation of academic gaps amongst the following groups:

- African Americans (In particular African American males)
- ELL students
- ESE students

As the teachers and admin on the D.R.E.A.M Team met with our D.R.E.A.M team student leaders regarding academics, there was one consistent theme and that was that students do not see the value in education anymore. Students identified that they see individuals on social media who dropped out of high school and still made a decent living. In addition, they believe that they can go to a trade school or the military with a GED so what is the point of sticking it out to get a high school diploma. Some even identified that they can go to a community college with a GED and transfer to a four year university. Next, they feel as though they can't get the help they need because they are either have obligations (i.e., work to help family) or the teacher gets frustrated because they don't understand

To combat this great area of need, we have implemented programs to help students with life skills, study skills, building up their self-esteem, as well as help them see the value of education. The following programs are:

1. Networking with Navy Federal - Money Management
2. Networking with Keiser University - Post-Secondary Education Opportunities
3. Networking with Vystar - Life Skills Workshops for seniors
4. SOEL (Sisterhood Of Empowered Ladies)- Female Mentorship program
5. Knights of Armor- Male Mentorship program



D.R.E.A.M Team - Attendance Data

23-24 SY : Consistent Decrease in absences since October

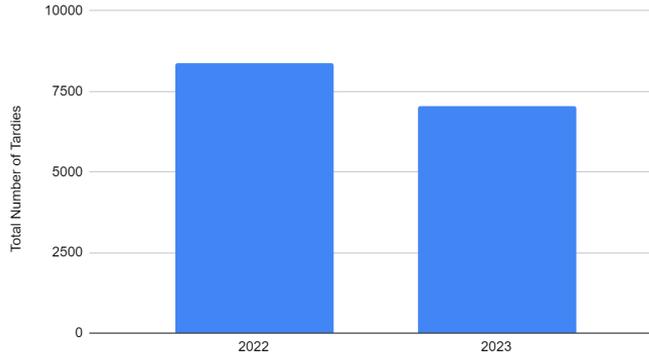
	August	September	October	November	December	January
# of Unexcused/Unverified absences	1368	1642	2032	1829	1452	1337
Total # of absences so far	9,660					

22-23 SY : Consistent Increase in absences since November

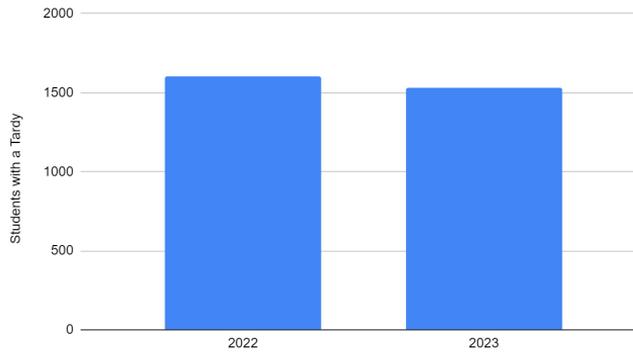
	August	September	October	November	December	January
# of Unexcused/Unverified absences	969	1455	1991	860	1758	2047
Total # of absences so far	9,080					

D.R.E.A.M Team - Tardy Data

Total Number of Tardies

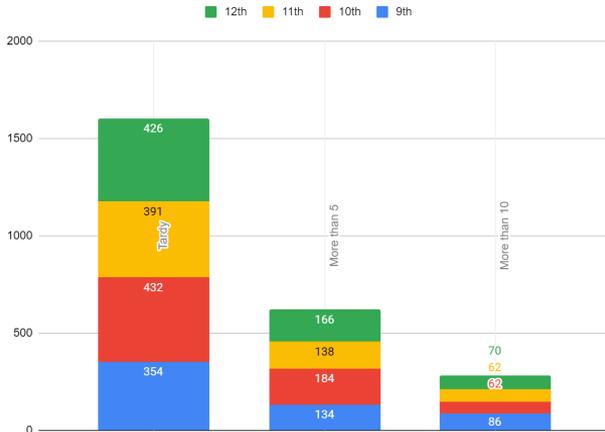


Students with a Tardy

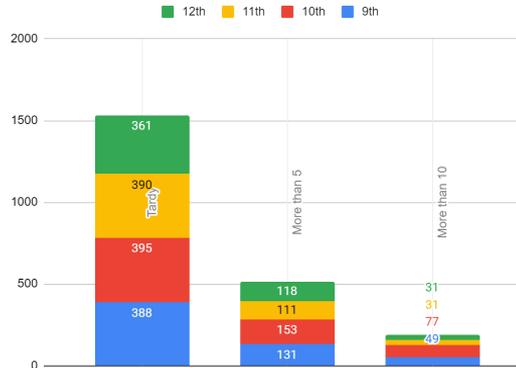


The great news is that tardies have gone down from last year overall. However, there is still a disparity between ethnicities. Therefore, the dream team will continue to work on identifying barriers and developing solutions to combat this area across the board amongst the sub areas of attendance, discipline and tardies.

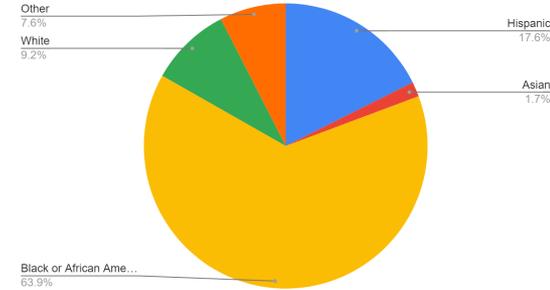
Number of Tardies by Grade 2022



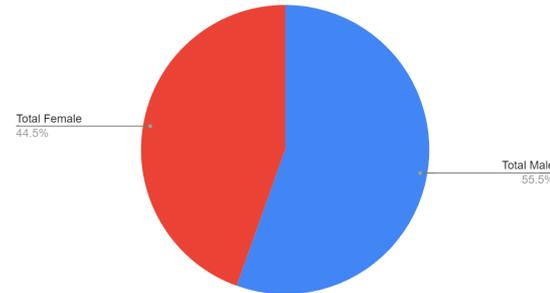
Number of Tardies by Grade 2023



Tardy Referrals by Ethnicity



Tardy Referrals by Gender



D.R.E.A.M Team - Overall Results



Academics- IMPROVEMENT IN ACADEMIC ACHIEVEMENTS WITHIN OUR MINORITY POPULATION AND ESE STUDENTS

1. With the additions of the various programs implemented (Knights of Armor, SOEL, Dean Mentorship, Student of the Month and DREAM Team), we have seen an increase in student self-esteem and drive to do better academically. We even had one student who joined the DREAM Team make gains in her academics and decreased her tardiness because she stated that she can't get "In trouble" anymore because she is student leader.
2. Teachers are sending out more weekly emails letting parents and students know where they stand academically and what to expect as far as assignments, grades, etc... for the week ahead.

Behavior - CONSISTENT DECLINE IN INCIDENT REFERRALS FROM SEPTEMBER TO JANUARY

1. - Recognizing students of the month for each subject areas provides more students with an opportunity to be recognized for their hard work in changes in their behavior and academics. Students feel like they are being given the chance to be seen for their efforts and not excluded from the rest of the population who are the typical high flyers. We have seen an increase in grade improvements with our minority students as well as our ESE population.
2. - Our Deans who are also a part of the D.R.E.A.M Team and PBIS work tirelessly with our students to not only mentor them, but also hold success team meetings to develop solutions with the students
3. Positive calls home from teachers and administrators (Including Deans)

Attendance- CONSISTENT DECREASE IN ATTENDANCE FROM NOVEMBER TO JANUARY

1. - We have implemented house checks for students with high attendance issues.
2. - Monthly recognition for multiple students of the month again provides opportunities for more students to be recognized not just for perfect attendance, but improvement in attendance.

Tardy - DECREASE IN TARDIES FROM 2022 TO 2023 BY ROUGHLY 1500

1. - We implement tardy stations throughout the school
2. - We increased their transition time to provide more opportunities for students to get to class