

Miami-Dade County Public Schools

# Oak Grove Elementary School



2016-17 Schoolwide Improvement Plan

## Oak Grove Elementary School

15640 NE 8TH AVE, Miami, FL 33162

<http://oakgrove.dadeschools.net/flash.html>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	96%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	19
<b>8-Step Planning and Problem Solving Implementation</b>	<b>24</b>
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	31
Technical Assistance Items	32
<b>Appendix 3: Budget to Support Goals</b>	<b>32</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Oak Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Working as partners, Oak Grove Elementary School stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, technological and career development. By providing a variety of teaching strategies and methods, and the latest advances in technology, Oak Grove Elementary students will become more productive, literate and responsible citizens in our multicultural society.

##### b. Provide the school's vision statement.

The focus of Oak Grove Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate and global thinkers. Our goal is to create productive, competent members of a diverse society. Utilizing resources that integrate effective telecommunications strategies, advances in technology and programs that heighten students achievement and cultural sensitivity, Oak Grove students will become functioning members of an ever-evolving society.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Oak Grove Elementary Stakeholders believe that parents and family involvement have a significant impact on student success. Therefore, our administrators, teachers, and support staff make a conscious effort to meet and collaborate with parents on an ongoing basis. All stakeholders meet to discuss student achievement and student behavior to determine the most appropriate way in which the student social and emotional needs of the student are met. As a result, this collaborative effort fosters positive relationships which bridge the gap between the culture at home and the school culture.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Oak Grove Elementary School ensures the safety of its students by implementing the following policies and procedures: Security cameras are installed throughout the entire campus; Morning supervision and supervision for dismissal as well as dismissal procedures are in place; Security monitors are visible and the facilities used by the students are kept clean throughout the school day. The Miami-Dade County Public School Code of Student Conduct is reviewed with the students by the classroom teachers and the school counselor throughout the school year. Information related to the school safety policies and procedures and the Miami-Dade County Public School Code of Student Conduct and Values Matter are also shared with parents. Students and parents are made aware of the vital alerts related to Miami-Dade County Public School Zero Tolerance Policies outline in the Student Code of Conduct.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

### School-wide Discipline Plan:

Each classroom teacher at Oak Grove Elementary School implements a behavior management plan. The type of behavior management plan implemented in the classroom is decided upon by the individual teacher or the grade level. The classroom behavior management plan outlines the expectations for appropriate student behavior and is aligned with the policies and procedures of the school-wide discipline plan and Miami-Dade County Public School Student Code of Conduct and Values Matter Program Initiative.

Oak Grove Elementary School: Recognizes students for model behavior using SPOT Success; Recognize students' success on morning announcements; Recognize students by implementing the "Do the Right Thing" Program; and Reward students for academic success with certificates in school assemblies.

Oak Grove Elementary School: Implements in-school counseling intervention strategies for students committing Code of Student Conduct offenses. This intervention includes: having the school counselor conference with students regarding the Student Code of Conduct Core Values and discussing examples of model student behavior; Discuss with students their "Rights and Responsibilities" as outlined in the Student Code of Conduct Handbook; Discuss with students the Core Value that addresses the appropriate behavior through the Values Matter Initiative; Assign temporary assignment away from the class where the infraction occurred.

Oak Grove Elementary School implements an in-school counseling/mediation, an alternative for suspension strategies for students committing Code of Student Conduct offenses. This counseling/mediation intervention involve: Peer Mediation; Conference with student; Conference with the student, teacher, and parent(s); Request parent observation of student's behavior in the classroom; Revocation of the of student's right to participate in extra-curricular activities; and Completion of a behavior plan (if appropriate).

Effective disciplinary actions indicating removal of privileges or denial of participation in school/ extracurricular activities as alternatives for suspension include: Notify parent(s) via a letter to inform parent(s) of school rules being violated; Participation in counseling session related to the infraction; Behavior Plan (if appropriate); Conduct RtI/MTSS Behavior Intervention; Use of indoor suspension.

### Faculty and Staff:

The professional development activity on corrective strategies for disruptive behavior are provided to the faculty during monthly faculty meeting include a review of the Code of Student Conduct Core Values and examples of model student behavior and review of the Values Matter Program Initiative and the use SPOT Success to encourage model student behavior.

Professional development activity are provided, during monthly faculty meeting, related to reducing and eliminating undesirable behaviors which include a review of the Model Student Behavior Levels 1-5 and the SPOT Success Strategies for Model Students to Avoid.

Professional development activity on the Multi-Tiered System of Supports (MTSS) are provided to faculty during monthly faculty meeting to provide teachers with intervention strategies and alternatives for reducing inappropriate behaviors and suspensions. These best practices utilized to promote model student behavior include:

Review school-wide rule and expectations for model behavior;  
Utilize Safety Patrol Club as an example of model student behavior;  
Promote School Motto: It takes a TEAM to make a Difference! One Team, One Goal!

Display posters with M-DCPS Student Code of Conduct Core Values to promote model student behavior;  
Promote Core Values, School Motto and Values Matter Initiative on morning announcements.

Students:

The strategies to encourage model student behavior to create a safe learning environment and reduce disruption of the education process include implementing:

Values Matter Monthly Incentives  
SPOT Success Recognition  
Certificate of Good Behavior  
Gift Certificate  
Class Field Trips  
Recognition by the "Do the Right Thing"  
Notes home to parents  
Lunch with the Teacher, Assistant Principal or Principal  
Stickers that promote model behavior  
Leadership roles in the classroom  
Recognition - Student of the Month  
Student-centered alternative to suspension will include detention after school or in-door suspension.  
Honor Roll, Citizenship and Perfect Attendance Certificates of Recognition awarded each grading period.

Parent Involvement

Inform parents of the Florida Department of Education Zero tolerance Policy on school violence, bullying, crime and the use of weapons through parent meetings, PTA meetings and EESAC meetings; Encourage parental support of the school-wide discipline plan, rules, policies and procedures; Encourage parent feedback and participation in school-wide activities.

Conduct parent workshop to review the school strategies and interventions for ensuring a safe learning environment and encouraging model student behavior.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The Social-Emotional needs of the students are addressed by providing – individual counseling services, small groups and whole class conflict resolution skills/procedure, character development lessons taught and modeled (i.e. respect, responsibility, cooperation, kindness, honesty, etc.). To ensure the social-emotional needs of the students are met the Student Service Department: Provides students with the opportunity to participate in Career and Community Awareness Program, Exposes students to professionals men and women from a variety of careers, Encourages students participation in Health and Wellness, Ensures students participation in the Miami-Dade Police Department Drug Abuse Resistance Education (DARE) Program, Gang Resistance Education and Training (GREAT) Program which helps to prevent students from becoming a part of a gang; and Ensures student participation in the Fresh Fruit & Vegetable Program, Provide and reinforces the Anti-Bullying & Harassment Curriculum.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).



**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The Leadership Team and the MTSS/RtI Team utilize the school truancy attendance report to identify number of students with excessive attendances; Students with 5 or more days absent from school receives a referral to Students Services.

Student Case Management (SCM) data reports are used to identify the students receiving more than three referrals violations of the Miami-Dade County Public Student Code of Conduct; Student is referred to Student Services or Administration (depending on the level of the violation based on the Miami-Dade County Public School Student Code of Conduct);

To monitor the at-risk student academic progress, the Leadership Team and the MTSS/RtI team: Review the student data results from the Core Curriculum, Review District and State assessments results and bi-weekly assessments, monitor the student's nine week grading period report to identify students who GPA falls below 2.0; Students who are not meeting grade level expectation are identified as Tier 2 or Tier 3 students and are placed on a Progress Monitoring Plan (PMP) and receives interventions to help student master grade level expectations.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	8	8	25	8	8	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	25	31	21	0	0	0	0	0	0	0	77

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	3	3	2	1	3	0	0	0	0	0	0	0	14

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The following intervention strategies are employed by our school to improve the academic performance of students identified by the early warning system:  
 Extended School Day in grades K-5;  
 Notification procedures for parents to outside agency and community outreach;  
 Effective multi-disciplinary teams in place to problem solve and create action plans;  
 Wonders Works Reading Intervention, Saxon Intervention and i-Ready Reading Programs;  
 Differentiated Instructions;  
 Planned Discussions, Goal Setting for identified student both academics and/or behavior;  
 Comprehensive school counseling program dedicated to developing, implementing and evaluating the effectiveness of small group, intensive interventions, and connecting students and families to school and community-based resources.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/347363>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Oak Grove Elementary School plans and schedules the following meetings and activities that support parent involvement and sustains partnerships with the local community to support school activities, programs and student achievement:

- Open House
- Title 1 Meetings
- Parent Teacher Association (PTA) Meetings
- Educational Excellence School Advisory Council (EESAC) Meetings
- Parent Workshops
- Teacher/Parent Meetings
- School Support Team (SST) Meetings
- Cultural Activities Prompting Student diverse backgrounds
- Career Day Activities
- Red Ribbon Week

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jones, Joyce	Principal
Collins, Deborah	Assistant Principal
Ashe, Nicole	Instructional Coach
Brown, Barbara	School Counselor
Jackson, Rosalind	Instructional Media
Willisams, Sharisse	Instructional Coach
Francois, Regina	Teacher, K-12

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Joyce R. Jones, Principal:

- Ensures commitment and allocate resources
- Ensures the professional development of rigorous instruction
- Ensures adequate professional development to support MTSS
- Ensures that the School Based Team is implementing Rtl processes
- Ensures assessment of Rtl skills of school staff is conducted
- Ensures Class Size Compliance
- Ensures school schedule driven by student needs
- Ensures Instructional/Intervention support is being delivered
- Celebrates and Communicates Student Success

Deborah Y. Collins, Assistant Principal:

- Ensures effective communication with parents regarding MTSS/Rtl plans and activities
- Ensures fidelity and implementation of intervention
- Supports the school instructional program
- Supports the professional development of rigorous instruction
- Supports Class Size Compliance
- Promotes the Mission and Vision of the school
- Celebrates Student Success

Nicole Ashe, Reading Coach:

- Provides reading strategies
- Models lessons
- Analyzes data and provide teachers support in grouping students
- Provides teachers with reading resources to guide classroom instruction
- Facilitates grade level collaborative planning meetings
- Create monthly instructional focus calendar
- Reports to the leadership team the continuous improvement in reading for grade K-5

Shirley Pierre, Mathematics Coach:

- Provides mathematical strategies
- Models lessons
- Analyzes data and provide teachers support in grouping students
- Provides teacher with mathematical resources to guide classroom instruction
- Create monthly instructional focus calendar
- Facilitates grade level collaborative planning meetings
- Reports to the leadership team continuous improvement in mathematics for grade K-5

Rosalind Jackson, Media Specialist/EESAC Chair

- Makes decisions about modifications or improvements regarding operation and systems of the SIP
- Disseminates outcomes of data to key stakeholders and community
- Holds monthly EESAC meetings to discuss issues and concerns that are being seen in the school
- Assists in the preparation, implementation, and evaluation of the School Improvement Plan (SIP)
- Assists in the preparation and evaluation of the school's annual budget

Assists in the management of data sources

Supports implementation of curriculum programs

Barbara Brown, Counselor

- Establishes a behavior plan to be implemented by the classroom teacher

- Conducts one on one counseling session with students
  - Monitors the behavior for fidelity of the behavior plan
- Coordinate Career Day Activities  
Implement Red Ribbon Week Activities  
Coordinate Honor Roll Activities  
Coordinate Values Matter Incentives

Regina Francois, Science Leader

- Conducts Science Professional Development
- Implement Science Family Nights
- Implement School-wide Science Fair
- Attends District i-CADS Professional Development

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS/RtI Team meets monthly to discuss and monitor the social-emotional and academic progress of its at-risk students in kindergarten through fifth grade. The team meets to discuss risk factors and barriers that impede students' behavior and academic progress. Based on the needs of the students, the MTSS/RtI Team decides the appropriate behavioral and/or academic interventions to support the needs of the student. To ensure the social-emotional needs of the students are met, the MTSS/RtI Team:

- Assess the needs of the students and the barriers blocking their success
- Refer students to in-school counseling program with the school counselor
- Identify interventions that research suggests works to remove the barrier to success (Evidence-Based Intervention)
- Evaluate intervention and its effectiveness on student behavior and academic progress
- Collaborate with identified staff (i.e. school psychologist, counselor, SPED and ELL teachers, etc.) to provide differentiated delivery of services based on student needs
- Refer students to outside comprehensive student service program to assist student and family.
- Monitor the effectiveness of core instructional strategies and participation in various campus activities that address social/emotional needs of the student; additional personnel provides support as follows:

Wihel Jean-Louis, School Psychologist

- o Conducts Student Observations
- o Participates in MTSS/RtI Meeting
- o Assists with the problem solving plan and interventions
- o Evaluates students

Sylvava Mayorga, Bilingual Department Chairperson

- o Conducts LEP committee meetings
- o Monitors effectiveness of CCHL and HLA curriculum
- o Implements bilingual testing
- o Monitors bilingual students progress

The principal ensures that class-size is met and instructional staff is assigned to classes based on highly qualified status and certification. The Instructional Leaders play a vital role in supporting

classroom teachers in the implementation of the core curriculum. The Instructional Leaders model lessons, provide teachers with resources, conduct collaborative planning with all grade levels. Additionally, training is provided to build the capacity of teacher to support effective instructional practices that impact student achievement. The administrative staff conduct weekly “walk-throughs” to monitor the implementation of the core curriculum. The Instructional Leaders are members of the Leadership Team and meet each week to review the instructional focus, effectiveness of the differentiated instruction and intervention for Tier 2 and Tier 3 students. Within the core curriculum and the MTSS/Rtl intervention process student assessment data are consistently reviewed by the Leadership Team. Data Chats are conducted with each grade level to communicate student progress. An action plan for continuous improvement is determined for below level, on level and above level students.

#### Title I, Part A

Oak Grove Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child’s education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participation in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school’s Parent Involvement Plan (PIP- which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS. Title I District and Regional meetings. This survey is available in English, Spanish and Haitian-Creole and is available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide;

- Tutoring programs (K-5)
- Parent outreach activities (K-5) through the Bilingual Parent Outreach Program (the Parent

Academy)

- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-5)
- Reading and supplementary instructional materials (K-5)
- The above services will be provided should funds become available for the 2016-2017 school year and should the FLDOE approve the application(s).

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to receive.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as in transition.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling students in transition and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all schools each school is provided a video and curriculum manual, and a contest in sponsored by the homeless trust – a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task force as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
- Title X – Homeless
- Miami-Dade County Public Schools' Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community
- The Homeless Education Program assist schools assist schools with identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School counselors on the Mcinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided as entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provided further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools – each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task force as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

- Supplemental Academic Instruction (SAI)

This school will receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Oak Grove Elementary School is committed to providing a safe learning environment for all students and staff with our no tolerance of bullying policy. The School District along with our school counselor provides awareness, prevention and education in promoting an atmosphere in which bullying, harassment, and intimidation will not be tolerated by anyone. A student may feel free to report an act of bullying or harassment, of any kind and remain anonymous when reporting such an act. The principal or the school's counselor is responsible for receiving complaints alleging violations of bullying or harassment. All employees are required to report any and all violations to the principal or the school's counselor.

Our teachers incorporated discussions on violence and its prevention into the subject matter whenever possible. We are also paired with Miami-Dade Police Department in the coordination of the Drug Abuse Resistance Education (DARE) Program. DARE gives our fifth grade students the skills they need to avoid involvement in drugs, gangs, and violence. It teaches our students how to recognize and resist the direct and subtle pressures that may influence them to experiment with alcohol and tobacco. The curriculum is designed to be taught by police officers who instruct our students how to resist peer pressure and live a productive drug and violence free life.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle and senior high school teachers, administrators, counselors, and/or students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted by the District. At Oak Grove Elementary School the School Food Service Program provides our students with nutritious breakfast, lunch and after school snacks that will contribute to good health, growth, and maintenance as stated in the District Wellness Policy. Because breakfast is the most important meal of the day the National School Breakfast Program was enacted to ensure that all students are being served a nutritious breakfast daily. Breakfast is served from 7:45 a.m. to 8:15 a.m. at no cost to all of the students. By eating a balanced healthy breakfast our students will be more alert, focused and productive. Nutrition education is taught to our students through physical education. Oak Grove Elementary School students enjoy fresh fruit and vegetable through the Fresh Fruit and Vegetable Program (FFVP), a federal program designed to increase student's consumption of fresh fruits and vegetables expose them to new fruits and vegetables, to improve healthy eating habits and to help our school create a healthier food environment. Combined with nutrition education and reinforcement of healthful eating habits, the program emphasizes the long term goals of positively influencing student's lifelong eating habits and combating childhood obesity.

#### Head Start

Oak Grove Elementary School houses a Head Start Program to promote school readiness by enhancing social and cognitive development through the provision of educational health, nutritional, social and other services to economically disadvantaged enrolled children and families.

#### Career and Technical Education

By promoting Career Day at Oak Grove Elementary School students who participate often gain an understanding of business and industry workforce requirement by business and social service professionals who are invited out on career day. During career day, students have the opportunity to

learn about exciting careers from people who actually work in those fields. This encourages our students to begin thinking about what they might want to be when they grow up. Students discover the variety of jobs that are available to them and connect what they are learning in school to real-world situations. They also experience the opportunity to explore career requirements by meeting with local employers representing many different occupations. Career Day allows our students the opportunity to participate in a meaningful career exploration that encourages collaboration and networking opportunities.

#### Parental Involvement

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or to our media center to inform parents regarding programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School Parent Compact, our school's Title I School-Parent Compact; our school's Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs to our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete title I Administration Parental Involvement Monthly School Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:



Name	Stakeholder Group
Joyce R. Jones (PA)	Principal
Deborah Y. Collins (OA)	Education Support Employee
Michelle Blackshear (UTD)	Teacher
Rosalind Jackson (EESAC Chairperson)	Teacher
Donna Murray	Teacher
Dorothy Wawa	Teacher
Nicole Ashe	Teacher
Barbara Brown (AT)	Teacher
Carmin Pierre	Parent
Darlene Little	Parent
Nivandie Benoit	Parent
Sandy Joseph	Parent
Joselene Forestal	Parent
Yvonne Wright	Parent
Noah Beniot	Student
Simon Moise	Business/Community
Michelle J. Blackshere	Education Support Employee
Ana Cordoba	Parent
Tammy Jackson	Parent
Hommeurson Forestal	Student

## b. Duties

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### *a. Evaluation of last year's school improvement plan*

EESAC members were involved in the decision making process related to the school improvement plan. EESAC members reviewed the 2015-2016 SIP and provided feedback to all stakeholders ensuring that all goals were attained and all strategies were implemented successfully within the time line specified.

#### *b. Development of this school improvement plan*

EESAC members were involved in the decision making process relating to the 2016-2017 School Improvement Plan. Members of EESAC collaborated and provided feedback related to the implementation of the school improvement plan, the instructional strategies being implemented and the school's responsibility and accountability for meeting the goals.

#### *c. Preparation of the school's annual budget and plan*

EESAC members collaborated and are in agreement that the allocation of EESAC funds to be appropriately budgeted to support student achievement and the Vision/Mission of the school.

### **2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The funds allocated last year as follows: \$2000 was used for student incentives academic achievement

Attendances incentives: \$250.00

Periodicals for the Media Center: \$500.00

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jones, Joyce	Principal
Collins, Deborah	Assistant Principal
Ashe, Nicole	Instructional Coach
Francois, Regina	Instructional Coach
Jackson, Rosalind	Teacher, K-12
Brown, Barbara	School Counselor
Willisams, Sharisse	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

At Oak Grove Elementary School one of our major focuses on promoting literacy for the 2016-2017 school year is to ensure that explicit instruction and differentiated instruction are implemented with fidelity. Using DOK activities in core subjects will be effective in the delivery of instruction. Building the capacity for teaching and learning will be key in promoting literacy within our school. In addition to parental involvement, creating and fostering effective professional learning communities within our school will have a significant impact in promoting literacy. The continuous improvement of all students in our school will result from team building and ongoing planning to effect significant changes in student achievement. Professional learning communities in our school is vital to improving the skills and knowledge of our staff and in the implementation of effective instructional strategies.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

To encourage positive working relationships between teachers the following strategies are being implemented:

Encourage collaborative planning, instruction and assessment;

Schedule monthly staff meeting, allowing the opportunity for teachers to facilitate meetings;

Recognize staffs birthdays at the beginning of each faculty meeting;

Celebrate staff achievements and encourage positive relationships among teachers through staff

gatherings, breakfast, and luncheons, etc;

Send e-mail recognition and staff "Shout-outs" to support teacher and staff members achievements with regards to student success;

Provide opportunities to collaborate with peers, share best practices, instructional strategies, promote and encourage staff performance.

## **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Oak Grove Elementary School implements the following strategies to recruit and retain highly qualified effective teachers to the school:

Provides all beginning teachers with a mentor teacher;

Observes and consults with the new teacher(s) weekly;

Meet with new teacher(s) to plan and prepare weekly lessons;

Engage teachers in professional learning communities activities and protocols for professional learning;

Maintain and develop a schedule to include joint planning time for teachers;

Support local job fairs to recruit new teachers;

Reviews resumes from qualified potential candidates through Teacher Match for employment when an instructional position becomes available.

## **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Oak Grove mentoring program involves the following practices:

Assign beginning/novice teacher with a mentor on the same grade level;

Provide on-going demonstrations and modeling of lessons for effective classroom instruction;

Provide appropriate resources and coaching support to enhance instructional delivery of the Comprehensive Research-Based Reading Plan and Mathematics Program;

Provide informal observations for reflections and peer feedback;

Provide guidance utilizing the Instructional Performance Evaluation and Growth System (IPEGS) as a framework for performance;

The rationale for implementing the above mentoring activities is to ensure the novice teacher:

Builds content knowledge and develop high capacity;

Establish solid routines for students to follow;

Develop effective teaching techniques, instructional strategies and classroom practices for teaching and learning.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Oak Grove Elementary School utilizes the researched-based McGraw-Hill Wonders Reading Program, McGraw-Hill Wonder Works Intervention and Saxon Intervention Programs. Additionally, the school uses the researched-based Houghton-Mifflin Mathematics Program, Go Math, both core instructional programs and materials are aligned with the Florida State Standards. These core instructional programs and materials are the current adoptions for curriculum instruction by the Miami-Dade County Public School System.

#### **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Oak Grove Elementary School uses the proficiency, at-risk, and student by standard data results from the Gateway to Data (G2D) assessment reports to review and track the student's mathematics, and science performance and proficiency. The primary factor in determining if a student meets criteria to receive reading intervention is the students Probability of Literacy Success (PLS) on the Florida State Assessment (FSA). Additionally, the grade specific Wonder Works Tier 2 Resource packet provided through the Response to Intervention (Rtl) process assistance with properly placing students into the Wonder Works intervention foundational skills or Access Complex Text (ACT). The i-Ready data is also utilized to identify students who is in need of reading interventions.

Oak Grove Elementary engages in the following strategies to assist the student who is having difficulty attaining proficiency on the state assessment:

Data chats are conducted within the grade level and with the leadership team;

Once the data has been analyzed the students are grouped based on the standards not mastered;

An action plan is created outlining the differentiated instruction, effective instructional strategies, classroom routine and practices.

For example, the students who did not master several of the reading standards would receive differentiated instruction within the 90 minutes reading block to target the skills not mastered. Additionally, Tier 2 students would also receive at least of 30 minutes of additional reading instruction through the Wonder Works Reading Intervention Plan. Tier 3 students would receive an additional 90 of intensive accelerative reading instruction. This reading intervention is two grade levels below the student's current grade level. The student receiving intervention is expected to perform at 80% accuracy. The student is monitored every 21 through Growth Monitoring Assessments. In addition, the student is monitored throughout the 6 weeks intervention plan. After six weeks, the student is administered an exit assessment. After the exit assessment is scored, the MTSS/Rtl team meets to determine if the students should exit the intervention program of if 6 more weeks of reading intervention in needed.

A similar plan is designed for a student who is not mastering grade level standards in mathematics. Differentiated instruction, Reflex Mathematics, and the iReady Mathematics Programs are used to ensure the student attains proficiency on the state assessment. In a like manner, the student who is achieving proficiency in reading, writing, mathematics, and science receives enrichment differentiated instructions as well as above level activities in reading and mathematics. The student also receives instruction using above level activities on MyOn Reader and iReady Reading, Mathematics and Go Mathematics Programs.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 1,440

Saturday Academy will be provided for level 3, 4, and 5 in the areas of reading, mathematics, and science in an effort to challenge our bubble students.

**Strategy Rationale**

To improve student achievement across all content areas.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jones, Joyce, pr4021@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Bi-weekly assessments, I-Ready, Topic Assessments will be analyzed to determine effectiveness.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

In order to effectively determine incoming Kindergarten students, Oak Grove Elementary utilizes the Florida Kindergarten Readiness Screener - Work Sampling System (WSS) to document and evaluate the student's skills, knowledge and behaviors. Using the WSS the student is encourage to show what they know and what they can do through curriculum activities that include: solving problems, writing in journals, interacting with peers, constructing with blocks, painting, and doing experiments. The student's work is assessed through guidelines, checklist, teacher observations and work samples. The Domains include: Personal and Social Development (12 Indicators), Language and Literacy (10 Indicators), Mathematical Thinking (12 Indicators), Scientific Thinking (4 Indicators), Physical Development, Health and Safety (7 Indicators). The student must rate a minimum of 34 Indicators out of a total of 45 Indicators in order to be considered "Proficient." Based on the Checklist, the student is rated as "Proficient," "In Process," or "Not Yet" relating to skill, knowledge or behavior.

To assist Head Start students in transition from early childhood programs to local elementary school programs, the following learning experiences will take place:

- Engage students in language learning activities that expose them to listening, reading and writing activities.
- Engage students in shared stories using rhymes, rhythms, symbols, pictures and drama.
- Engage students in language learning activities involving reading, predicting and questioning.
- Engage students in exploring numbers, patterns, shapes, space and data analysis by working with age appropriate materials and tools.
- Increase development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills.
- The Division of Early Childhood Programs of Miami-Dade County Public Schools provides

assistance with staff development and technical assistance as it relates to the assessment of children.

- Florida's Voluntary Pre-Kindergarten Assessment is also used to measure phonological awareness, print knowledge, oral language, vocabulary, comprehension and alphabetic principle.
- The Early Growth Indicators Benchmark Assessment Development will be administered three times during the school year.
- Evaluate student's growth on five key literacy and mathematics skills
- Five Key Skills: Oral Language, Phonological Awareness, Comprehension, Letter Recognition, and Number Sense.
- Anecdotal Notes will also be recorded three times a year.

## b. College and Career Readiness

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

To promote college and career awareness, Oak Grove Elementary promotes and implements Career Day activities and implements the 5000 Role Models of Excellent Program.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement in core instruction across all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.



**G1. To increase student achievement in core instruction across all content areas.** 1a

G087969

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers capacity to deliver explicit instruction across all content areas.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- MyON, Imagine Learning (ELL), i-Ready Reading Program, Wonders Reading Program, Wonder Works Reading Intervention Program, Florida Center for Reading Research (FCRR), and Saxon

**Plan to Monitor Progress Toward G1.** 8

Utilizing the FCIM, the LLT along with the MTSS/RtI team will review throughout the school year the following student academic data to determine the progress being made toward the identified goal: students' academic performance on weekly classroom assessments, students' quarterly grades, students' data reports from i-Ready, Imagine Learning, Wonders and Wonder Works Intervention Programs, Coaching Logs, Saxon Intervention Program and District Assessments.

**Person Responsible**

Joyce Jones

**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Classroom Walk Throughs, weekly benchmark assessments, District Assessment and Results of the 2016-2017 ELA/FSA Reading and Writing Assessments.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement in core instruction across all content areas. **1**

 G087969

**G1.B1** Teachers capacity to deliver explicit instruction across all content areas. **2**

 B233902

**G1.B1.S1** Implement explicit instructional strategy to provide clear explanations conveying content and skills clearly so that students are led to master the text. Using concise and specific language, modeling, and ample guided and independent practice with corrective feedback, students apply the skills that shape their thinking and present convincing argument. **4**

 S246722

### Strategy Rationale

To plan and be deliberate about implementing explicit instructional practices for: citing text evidence when offering an oral or written interpretation of text(s); using relevant evidence when supporting points of view in writing and speaking; ensuring that the writing and reasoning is clear to the reader or listener.

### Action Step 1 **5**

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering explicit instructional strategies for teaching and learning.

#### Person Responsible

Joyce Jones

#### Schedule

Biweekly, from 8/22/2016 to 5/31/2017

#### Evidence of Completion

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Classwork, Student Reading Data, Student Writing Journal

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Common and Collaborative Planning Meetings, Professional Learning Community Sessions, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Accountability Talks with Students, Data Chats and Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, i-Ready Diagnostic Data, and Student Grades.

**Person Responsible**

Joyce Jones

**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Oak Grove Elementary will monitor the effectiveness of the strategy implemented through students' engagement and collaborative conversations, students' academic performance on weekly classroom assessments, students' quarterly grades, students' data reports from i-Ready , Imagine Learning, and Wonders and Wonder Works Intervention Programs.

**Person Responsible**

Joyce Jones

**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data, Growth Monitoring Predicted Data Chart, and On-going Progress Monitoring.

**G1.B1.S2** Implement (SPADE) instructional strategy: Applying close analytical reading strategies in the delivery of reading and writing activities allowing students multiple opportunities to practice Surveying the Text, Making Predictions, Analyzing/Annotating Text, Dissecting Questions, and Extracting Evidence to draw conclusions. 4

 S246723

### **Strategy Rationale**

To analyze instructional plan and be strategic about: choosing the assignment, presenting the assignment, analyzing the assignment, determining the DOK level of the assignment, scoring students' work including rubrics, discussing revision of the assignment, reflecting and debriefing assignment with students.

### **Action Step 1** 5

Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.

#### **Person Responsible**

Joyce Jones

#### **Schedule**

Biweekly, from 8/22/2016 to 5/31/2017

#### **Evidence of Completion**

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Oak Grove Elementary will provide collaborative and professional learning protocols and activities that build capacity for implementing SPADE instructional strategy, identifying and planning for Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel. Administration and the LLT will monitor and support the fidelity of the strategy and DOK activities being implemented through Common Planning Meetings, Lesson Plans, Implementation of Effective Instructional Strategies including Scaffolding within Lessons and Activities, Accountability Talks with Students, Data Chats and Teacher Reflection, Observations of Delivery of Instruction, Classroom Walk-Throughs, District Assessments.

**Person Responsible**

Joyce Jones

**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Oak Grove Elementary will monitor the effectiveness of the strategy implemented through students' engagement and collaborative discussions, the students' academic performance on weekly classroom assessments, weekly benchmark assessments, students' quarterly grades, students' corrective feedback, students' data reports from i-Ready, Imagine Learning, and Wonders and Wonder Works Intervention Programs, Saxon Intervention Program.

**Person Responsible**

Joyce Jones








**Schedule**

Weekly, from 8/22/2016 to 5/31/2017

**Evidence of Completion**

2016-2017 Formative and Summative Assessments

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1  M333718	Utilizing the FCIM, the LLT along with the MTSS/Rtl team will review throughout the school year the...	Jones, Joyce	8/22/2016	Classroom Walk Throughs, weekly benchmark assessments, District Assessment and Results of the 2016-2017 ELA/FSA Reading and Writing Assessments.	5/31/2017 weekly
G1.B1.S1.MA1  M333714	Oak Grove Elementary will monitor the effectiveness of the strategy implemented through students'...	Jones, Joyce	8/22/2016	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data, Growth Monitoring Predicted Data Chart, and On-going Progress Monitoring.	5/31/2017 weekly
G1.B1.S1.MA1  M333715	Common and Collaborative Planning Meetings, Professional Learning Community Sessions, Lesson Plans,...	Jones, Joyce	8/22/2016	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data.	5/31/2017 weekly
G1.B1.S1.A1  A320467	Oak Grove Elementary will implement Professional Learning protocols and activities to build...	Jones, Joyce	8/22/2016	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Classwork, Student Reading Data, Student Writing Journal	5/31/2017 biweekly
G1.B1.S2.MA1  M333716	Oak Grove Elementary will monitor the effectiveness of the strategy implemented through students'...	Jones, Joyce	8/22/2016	2016-2017 Formative and Summative Assessments	5/31/2017 weekly
G1.B1.S2.MA1  M333717	Oak Grove Elementary will provide collaborative and professional learning protocols and activities...	Jones, Joyce	8/22/2016	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading/Writing Data	5/31/2017 weekly
G1.B1.S2.A1  A320468	Oak Grove Elementary will provide professional learning protocols and activities that build...	Jones, Joyce	8/22/2016	Professional Learning Community Agenda, Professional Development Sign-In Sheet, Lesson Plans, Classroom Walk-Throughs, Student Work, Student Reading Data	5/31/2017 biweekly

## V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To increase student achievement in core instruction across all content areas.

**G1.B1** Teachers capacity to deliver explicit instruction across all content areas.

**G1.B1.S1** Implement explicit instructional strategy to provide clear explanations conveying content and skills clearly so that students are led to master the text. Using concise and specific language, modeling, and ample guided and independent practice with corrective feedback, students apply the skills that shape their thinking and present convincing argument.

### PD Opportunity 1

Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering explicit instructional strategies for teaching and learning.

#### Facilitator

Deborah Y. Collins

#### Participants

Classroom and Special Area Teachers

#### Schedule

Biweekly, from 8/22/2016 to 5/31/2017

**G1.B1.S2** Implement (SPADE) instructional strategy: Applying close analytical reading strategies in the delivery of reading and writing activities allowing students multiple opportunities to practice Surveying the Text, Making Predictions, Analyzing/Annotating Text, Dissecting Questions, and Extracting Evidence to draw conclusions.

### PD Opportunity 1

Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.

#### Facilitator

Deborah Y. Collins

#### Participants

Classroom Teachers and Special Area Teachers

#### Schedule

Biweekly, from 8/22/2016 to 5/31/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Oak Grove Elementary will implement Professional Learning protocols and activities to build capacity for delivering explicit instructional strategies for teaching and learning.	\$0.00
2	G1.B1.S2.A1	Oak Grove Elementary will provide professional learning protocols and activities that build capacity for identifying and planning Depth of Knowledge (DOK) instructional activities that incorporates Levels 1-4 on the DOK Educator Wheel.	\$0.00
<b>Total:</b>			<b>\$0.00</b>