

Orange County Public Schools

# Oakshire Elementary



8-Step problem solving step zero school students strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement

## 2017-18 Schoolwide Improvement Plan

## Oakshire Elementary

14501 OAKSHIRE BLVD, Orlando, FL 32824

<https://oakshirees.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

\*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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **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.

### 2017-18 DA Category and Statuses for Oakshire Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### 2. School Environment

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

Oakshire Elementary believes in culturally responsive classrooms. Oakshire is a culturally diverse school with the majority of the students being Hispanic. Teachers integrate texts that are culturally diverse in their instruction in order to teach about students' culture and respect for diversity.

Teachers at Oakshire continuously monitor students' behavior and actions in order to establish positive relationships. This enables the teacher to help the child feel welcomed in the classroom. The communication between the student and the teacher serves as a connection that provides a better atmosphere for the classroom environment. The teacher accomplishes this by providing positive feedback to the students on a daily basis. The more the teacher engages with his or her students, the more students learn at a high level quickly. Our teachers understand the value of the students' culture, and respect towards the students is established in order to obtain active learners in the classroom.

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

Oakshire has created an educational environment that is safe, fair and respectful for our students. The following components are utilized at the school in order to offer a safe learning environment:

- Positive teacher-student relationships
- A nurturing atmosphere
- Clear and consistent expectations for behavior
- Routines and procedures
- Appropriate amount of structure for specific situations/needs
- Proactive intervention of problems

A good relationship between a teacher and student is a must at Oakshire. A trusting relationship helps build the students' self-esteem by providing them a sense of security. In the classroom, the teachers provide an atmosphere of nurturing by celebrating students' success using praise that is both verbal and tangible.

Oakshire's Shark Rules provide a structured behavioral system that offers the students a clear and consistent expectation for behavior. These school wide rules are taught so that students understand exactly what is expected of them. When a rule is established, the instructor must teach the rule to the

student. This involves a clear explanation, modeling, and student practice of the rule until it can be followed.

**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.**

Oakshire Elementary has implemented the Shark Rules for several years. The Shark Rules are basic rules that all students in grades Pre-K through Fifth must follow in order to minimize distractions and keep students engaged during instructional time. The Shark Rules are:

- \* Stay on task
- \* Have school supplies here daily
- \* Always walk silently in the hallways
- \* Respect yourself and others
- \* Keep hands and feet to yourself

Each grade level has adopted a system that monitors students' adherence to the rules and positive rewards are given if rules are followed. Consequences are given if rules are not followed. Students that follow rules receive verbal praise, "Oakie Dollars" and other targeted rewards. Students can buy toys, school supplies, and other prizes with their "Oakie Dollars".

Students who do not follow the rules and procedures are reminded by the teacher or the school administrator of the behavior expectations. District Code of Student Conduct is followed accordingly.

**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 our students are being met through various ways. We coordinate with the SEDNET agencies to provide counseling for students who are in need of specific counseling services. Administrators meet with individual students for specific, immediate needs that can come up during the school day. Classroom teachers provide positive reinforcement for all students through rewards, praise, and positive feedback. Students are also recognized on the morning announcements when they meet specific academic goals throughout the year, as well as when they make a difference in the school community.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

For attendance below 90 percent, a letter is sent home by the school registrar. The social worker will be contacted to consult with the family regarding the child's absences.

When a child has attained a suspension, the parent is contacted and a meeting is scheduled with the assistant principal to discuss ways to prevent any future suspensions. When a child has attained more than one suspension, counseling is offered for the child and the parents are contacted for a meeting to discuss reasons for suspensions.

Weekly progress, common assessments, and formative assessments are used as early warning indicators for children who are in danger of failing courses in ELA or Math.

Internally created standards-aligned assessments are used as early warning indicators for children in danger of scoring a Level 1 on statewide assessments. Level 1 students are ability grouped together and receive 30 minutes of additional intensive reading instruction in the following components of reading: phonics, fluency, vocabulary, and comprehension. If students are still struggling despite the Tier 2 intervention, they are then given Tier 3 which is additional intensive reading instruction in the areas of greatest difficulty.

**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	15	9	16	2	9	7	0	0	0	0	0	0	0	58
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	2	10	2	9	0	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	21	15	24	0	0	0	0	0	0	0	60

**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	0	2	1	6	1	1	0	0	0	0	0	0	0	11

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

When a student has exhibited an early warning indicator, they are given intervention services that focus on skills with which they are having difficulty. These services are provided daily by trained personnel using district approved intervention materials. If the student is showing multiple early warning indicators, they are given intervention. These services focus on skills that the child is having difficulty with in ELA and Math. Students who struggle to achieve expected grade level academic progress are monitored via the MTSS protocols and receive Tier 2 and Tier 3 intervention. Differentiated instruction is provided within small groups or individually within the mainstream classroom. Students with chronic attendance problems meet with the school social worker who works with the family to improve the situation. When a student is suspended, the school administrators meet with the family to discuss behavior plans, charts, and other interventions that can be utilized to deter further behavior incidents.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## **2. Description**

The Oakshire staff works diligently to invite parent participation in a variety of activities at the school such as PTA, SAC, Multilingual Parent Leadership Council, Open House, and family night events. Our school's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Parents are kept up-to-date about their child's progress through ongoing communication between the parent and teacher including phone calls, emails, written notices, and conferences. Additionally, parents learn important information regarding expectations and standards for student learning through our family night events.

## **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.**

At Oakshire ES our common vision, "To be the top producers of successful students in the nation" is shared among all partners. We establish structured opportunities to engage stakeholders in all our school activities in order to secure and utilize resources that support student achievement. Partners and local community members are invited to our School Advisory Council meetings, Parent Leadership Council, academic nights, and other major school events. We also encourage an open dialogue about challenges and solutions that are addressed during our monthly SAC and PLC meetings. School wide data is presented to engage stakeholders to help build student achievement and their input is utilized in the school plan.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
Flores, Raquel	Principal
Adorno, Ilia	Instructional Coach
Duvall, Jennifer	Other
Stochich, Jordan	Other
Pena, Emily	Other
Lawrence, Jennifer	Assistant Principal

#### **b. Duties**

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

Principal:

The school principal is responsible for assuring that supervision, safety of students before and after school, between and during classes, and during lunches occurs. Mrs. Flores also visits classrooms according to the observation schedule, provides weekly observations, and reviews data weekly with the administrative team. She supports the success of all students, attends a wide range of school/evening events, and maintains a student-centered school climate of rigor and professionalism. The principal closely monitors student progress through data analysis. Additionally, she provides coaching to teachers based on classroom observations. The principal leads PLC meetings and attends collaborative planning meetings weekly for each grade level. Student discipline is monitored on a

daily basis. The principal also provides regular feedback to community, parents and school staff regarding vision and school improvement.

**Assistant Principal:**

The Assistant Principal conducts classroom observations and assists grade levels with planning and executing standards-aligned instruction. She also works with teachers to develop, implement, and analyze results of common assessments. She supports students' success through communication of high expectations, analysis of data and monitoring of progress. Mrs. Lawrence attends to the discipline in the school and works with teachers, students, and families to address concerns. The assistant principal facilitates the efforts of the School Advisory Council and helps to manage the facilities. The Assistant Principal is accountable for the MTSS school wide plan, supports the monthly Student Performance Committee meetings with a review of ESE and ELL student assessment data, and makes school improvement recommendations regarding the data.

**Instructional Coach and Reading Coach:**

The Instructional Coach and Reading Coach facilitate family night academic events such as Reading and STEM nights. They coordinate Student Recognition programs (AR, i-Ready, etc..) with the CRT. They create systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichments, Mrs. Adorno and Mrs. Duvall provide reading interventions to assigned groups. Mrs. Adorno and Mrs. Duvall facilitate teachers in working together as members of high performing collaborative teams who focus the team efforts on improved learning for students. They demonstrate (model) reading/learning strategies in classrooms, evaluate literacy needs within various subject areas and collaborate with teachers and administrators. They use assessment data to improve instruction, and problem solve. Both coaches work with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement.

**LEA Representative:**

Mrs. De la Torre, LEA Representative, facilitates school wide training on and support for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementation of MTSS. She also facilitates enrollment and transition of new ESE students and assures appropriate placement and support for ESE students. She monitors academic progress of ESE students and conferences with students as needed. Mrs. De la Torre makes sure that students' IEP accommodations are followed, and she also provides services to our Gifted students.

**CRT:**

The CRT maintains the weekly "SharkBites" newsletter for faculty and staff including school activities, training opportunities, hospitality events, teaching and technology tips and other relevant information. He maintains school wide textbook inventory and orders textbooks and instructional resources. Mr. Guarino is responsible for updating data walls, monthly progress monitoring reviews, SharePoint, and the Master Calendar. He supports the principal with the school wide review of FSA ELA, Math, Science, Writing and data reports. He facilitates monthly Student Progress Reviews with AP, Reading Coaches and MTSS coordinator. Finally, Mr. Guarino serves as the testing coordinator for all standardized testing at Oakshire.

**CCT:**

The Curriculum Compliance teacher assists the school registrar with placement of ESOL students, updates information on SMS regarding LEP dates, test dates, entry & re-entry dates and schedules. She utilizes test scores to discuss student placement or re-evaluations, sets up meetings for students with unsatisfactory progress to develop an ANI, and monitors LF students. In addition, she disseminates information on ESOL classes and workshops, assists in testing: Aprenda, Access,

Tejas Lee, IDEL, IPT Oral, Reading & Writing, and reviews data with teachers. Mrs. Rivera ensures that the school is in full compliance with State and Federal mandates for ELL, and she updates and reviews all program reports. She supports success of ELL students, monitors their academic progress, and conferences with students as needed. The CCT provides small group reading and/or math intervention to assigned groups.

**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.**

In order to meet the needs of all students and maximize desired student outcomes, Oakshire utilizes federal, state and local funds to employ additional resource personnel, purchase curriculum, and train teachers in best practices. Reading Coaches provide professional development, co-teach, and pull small groups for reading intervention. They attend district trainings on a monthly basis to keep abreast of current best practices and disseminate the information to the leadership team, faculty and staff.

In order to support teachers in differentiating instruction for their students, the following personnel are employed: reading coaches, paraprofessionals, the CRT, a staffing specialist/Gifted teacher, and the CCT. Additionally, our Staffing Specialist and ESE teacher provide guidance to homeroom teachers regarding best practices for increasing achievement for our Students with Disabilities who participate in mainstream education. In order to accelerate growth in reading, comprehensive and supplemental intervention programs as well as educational technology that is aligned to the Florida Standards is purchased. The CRT maintains an inventory of these programs.

Reading coaches and teachers plan collaboratively and create focus calendars during the summer to align the instruction to the Florida Standards. Previous test scores and current diagnostic tests are used to ensure students are placed in the best learning environment to meet their learning needs. Parent workshops are provided to educate parents on how they can best support their children at home.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Lisa Marie Velazquez	Business/Community
Jesmarie Rolon	Education Support Employee
Ada Berrios	Teacher
Angelica Lopez	Parent
Janet Santos	Teacher
Michele Dornstein	Parent
Brenda Lindquist	Teacher
Melissa Abbuhl	Parent
Raquel Flores	Principal
Irma Mosinksyi	Parent
Barbara Hare	Parent
Carmen Rivera	Teacher
Gladys Nieves	Parent
Maria Colon	Parent
Carlos Carrion	Parent
Aneesha Franklin	Parent
Sheyla Pera	Parent
Eligia Leon	Parent
Monica Rodriguez	Parent
Ilia Adorno	Teacher

#### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The SAC committee assisted the principal in the evaluation of the School Improvement Plan (SIP). The plan was reviewed and evaluated in May, 2017. During the meeting, the committee addressed issues related to budget, staff training, instructional materials, technology, support, and other matters of resource allocation. The SAC also analyzed information about the community and the school received input regarding the needs of Oakshire. SAC provided an ongoing review of the progress being made toward implementation of the school improvement plan during the monthly meetings throughout the school year. During the 2016-2017 school year, our targeted strategy was to closely monitor Science instruction in 5th grade and Math instruction in the band of operations, algebraic thinking, and fractions in 4th and 5th grade. Throughout the year, data showed averages on common assessments of between 68% and 85%, with most averages being around 75%. On the 2017 FSA Math tests, 77% of 4th graders and 69% of 5th graders scored proficient in the targeted Math bands, and increase of 15% and 12% respectively. On the 2017 FCAT Science test, 58% of students achieved a proficient score, up 4% from the previous year.

*b. Development of this school improvement plan*

A SAC Retreat was held in May 2017 and was attended by a teacher representative from each grade level, parents, SAC board members, and representatives from the community and surrounding businesses. During this retreat, the representatives discussed specific matters that affect student achievement and school improvement. Based on the student data, members determined the school needs that are important to improve student academic success and meet school goals. Throughout the school year the council monitors the implementation of the School Improvement Plan, school's overall goals, individual programs, policies, and initiatives.

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

The SAC committee actively participates in the planning of the school's annual budget. Students' data is used to determine the needs and how the funds need to be allocated to improve students' academic growth. Ongoing monitoring is part of the process to make sure that the plan and goals are met.

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

Last year's funds were allocated to support professional development provided to help teachers target the selected standards for Math and Science.

**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
Adorno, Ilia	Instructional Coach
Duvall, Jennifer	Instructional Coach
Lawrence, Jennifer	Assistant Principal
Flores, Raquel	Principal

**b. Duties**

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

The major initiative of the Literacy Leadership Team will be to promote reading success. The LLT will meet regularly to discuss and analyze assessment data to identify areas of need in order to improve student achievement. In addition to regular meetings, the team will re-evaluate curriculum to be sure it is aligned across all grade levels. Designated members will meet with grade level teams to share reading information and plans for the school year. Grade level leaders will keep the school administrative team informed of team decisions on their professional needs in order to strengthen student learning. The literacy team will choose professional development that is aligned with the needs of the staff.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Oakshire has created a culture where teachers collaborate to develop and plan for instruction. Teachers are provided with daily common planning time. During this time, teachers collect and analyze data that is utilized to align instruction to the grade level standards. Teachers also collaborate in the creation of formative assessments and lesson plans. Teachers share different roles while meeting and a positive professional environment is present during the process. Homeroom teachers meet informally with our Staffing Specialist and ESE teacher to discuss instructional strategies that work for our Students with Disabilities.

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

Regular meetings of all teachers, with Instructional Coach, Principal, and Assistant Principal are conducted. The Instructional Coach is responsible for the completion of The New Teacher Program for beginning teachers. The Instructional Coach and Mentor are responsible for Mentoring New Teachers. Administration and Leadership teams are responsible for providing Professional Development training that is specific to teacher needs, grade levels, and subject areas.

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

This year, we have four new teachers to Oakshire who have varying levels of previous experience. One of the teachers will be participating in the Great Beginnings Induction courses. Great Beginnings provides the following face to face courses: Code of Ethics, Creating a Learning Centered Environment, Active Learning Strategies, and Planning in a Standards-Based Environment. The other three teachers have already completed the Great Beginnings as well as the Beginning Teacher Portfolio Years 1 and 2. We have one teacher in her second year of teaching who will complete the Beginning Teacher Portfolio Year 2. The Instructional Coach has selected mentors for each of the teachers. The mentors for each teacher are from the same grade level as the mentee. Having a mentor from the same grade level will be beneficial to the new teachers because it will allow them to be able to plan together during planning time. The teacher will also have the grade level expertise to be able to provide the needed support. The Instructional Coach and mentors have completed the Coaching and Mentoring certification required.

The Instructional Coach provided the new teachers with training during pre-planning. The teachers were given an overview of our school's best teaching practices which included: ELA Florida Standards, DOK, and a variety of instructional reading strategies. Throughout the year more trainings will be provided. Monthly meetings will be held for all teachers new to Oakshire to discuss all important procedures including ESOL, ESE, and other district requirements. The mentees will also meet with their mentors to discuss the reflections on the coursework they have completed on their BTP. The mentors will submit confirmation on the online portfolio to demonstrate that the mentees have completed the requirements. The Instructional Coach will monitor the progress of the mentoring program and activities to ensure that the requirements are met, and that the teachers feel supported.

**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.**

The school utilizes Florida Standards for English Language Arts and Mathematics and Next Generation Sunshine State Standards for Science to plan for instruction. The standards are deconstructed to ensure that they are aligned to the school's core instructional programs and materials. Teachers, with the help of the school's leadership team, create a focus calendar that includes formative and common assessments and re-teaching/enrichment activities to provide all the support necessary for all the students.

**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.**

The school utilizes formative and common assessments, i-Ready diagnostic, county-constructed, and school-constructed assessment results to determine how teachers need to plan and differentiate instruction. Teachers utilize the data to meet with students in small groups and provide the instruction and support they need on specific standards. After monitoring their progress, the teacher determines if the student needs extra support and, if necessary, re-teaching takes place. If the student still struggles with the standard, the student receives Tier 2 interventions for ELA and/or Math. Interventions are monitored and student growth is analyzed. Based on the student progress, either the instruction is adjusted or student will receive one-on-one (Tier 3) interventions. Additionally, teachers provide accommodations as required by students' Individual Education Plans, if applicable.

**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:** After School Program

**Minutes added to school year:** 6,000

Oakshire will offer after school tutoring services in Reading for students in grades 3-5 twice a week for a total of 240 minutes per week from September 2017 to March 2018.

**Strategy Rationale**

The after school tutoring program will provide extra support to the students who are struggling with reading comprehension.

**Strategy Purpose(s)**

- Enrichment

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

Adorno, Ilia, ilia.adorno@ocps.net

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

Teachers will assess the students on a bi-weekly basis and enter data into the school database. Students will be expected to score 80% or higher to show mastery.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,080

Oakshire will offer Saturday STEM experiences for students in grades 4 and 5 one Saturday a month for six months for a total of 180 minutes per month from September 2017 to February 2018.

**Strategy Rationale**

Hands on STEM activities will enrich our scholars' Math and Science skills.

**Strategy Purpose(s)**

- Enrichment

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

Flores, Raquel, raquel.flores@ocps.net

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

Practice exercises completed during the STEM Saturday experiences will be analyzed to determine students' proficiency with the given tasks.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The school based Pre-K program conducts a Kindergarten classroom visitation during the 4th grading period of the school year. The Pre-Kindergarten teacher will work with the students throughout the year developing reading, social, and independency skills. At Oakshire Elementary School, all incoming Kindergarten students are assessed prior to, or upon entering Kindergarten in order to ascertain individual and group intervention programs. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Data will be used to plan daily academic and social/emotional instruction for all students, groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior. Screening tests will be re-administered mid-year and at the end of the year to determine student learning gains in order to decide if there is a need for changes to the instructional/intervention programs. Outgoing cohorts of students are supported by visiting their next school and learning about the courses that are available. Additionally, counselors from the middle schools visit Oakshire to present information to students regarding the opportunities ahead of them. Our School Resource Officer provides lessons through the MAGIC curriculum, which provide critical life skills that students entering middle school must have in order to navigate the social pressures they will face.

## 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.**

In order to create a college and career readiness awareness at Oakshire, the school has reached out to several businesses and community organizations to become part of our Partners in Education. Through this partnership, business and organizations are involved and participate in our academic nights and other school events such as Teach-In. During this time, several professionals visit our classrooms and educate our students about the importance of having a career and going to college. Professionals also share their skills and present to the students all the steps they had to follow to obtain their job. Also the school has created a career readiness and college awareness culture. Each classroom has adopted a college/university. Students, with the help of the teacher, select a college/university and they make a project and decorate the classroom utilizing the colors of the college. Celebrating College spirit on Wednesdays is another way that the school is increasing college awareness. Every Wednesday, students and school staff wear a college shirt or college colors.

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

Oakshire promotes career readiness and college awareness in all grades K-5. Students are taught organizational skills. The organizational skills are imperative and are the foundation of post-secondary and/or career readiness programs. Our students are also taught how to take notes, utilizing two and three column notes. Note taking strategies and other writing skills are taught at an early age in order to prepare our students for future career and technical educational 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.**

The school has integrated real world problems in all academic areas. Students are not only learning about reading comprehension, math, science, and social studies, but they are also exposed to life skills problems and world problems while learning the academic concepts. Teachers create real life scenarios where students need to utilize diverse skills in order to find a solution to the problem. At an early age, our students are exposed to diverse situations for them to problem solve. In addition, students are introduced to different professions and technical education through the utilization of articles and informational texts during the English Language Arts and Social Studies blocks. During the thematic unit of "Community Helpers," students explore the jobs of many professions and careers.

### **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.**

Even though Oakshire is an elementary school, the faculty and school administration have initiated an academic knowledge base needed for success at the post-secondary educational level. We believe that rigorous academic preparation equips students with the knowledge and skills they need to compete and succeed in our society. Teachers continuously plan instruction that helps our students become critical thinkers and problem solvers. In addition, students collaborate and communicate with each other every day. These skills are necessary for future education.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Student achievement will increase as a result of the implementation of rigorous, standards-aligned instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)
- G2.** Student achievement will increase as a result of teachers' collaborative planning and the usage of systematic student progress monitoring to drive instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)

## 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.** Student achievement will increase as a result of the implementation of rigorous, standards-aligned instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) 1a



**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	76.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack understanding of how to implement a systematic process for helping students understand complex text.

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

- Resource teachers' support, District PLC, Actionable feedback from Administrators, Formative Assessments, PLC data meetings, PLC collaborative planning for instruction

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

Administrators conduct ongoing classroom observations and review student data and work samples to determine if teachers are making progress in the delivery of rigorous, standards-aligned instruction.

**Person Responsible**

Raquel Flores

**Schedule**

Monthly, from 8/28/2017 to 5/30/2018

**Evidence of Completion**

Classroom observation data; student assessment data; student work samples reflecting growth in mastery of standards.

**G2.** Student achievement will increase as a result of teachers' collaborative planning and the usage of systematic student progress monitoring to drive instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) **1a**

 G095171

**Targets Supported** **1b**

Indicator	Annual Target
Math Lowest 25% Gains	73.0

**Targeted Barriers to Achieving the Goal** **3**

- 2016-2017 Mathematics FSA data indicates that there is an overall deficiency in Measurement, Data, and Geometry in 4th grade and Numbers and Operations in Base Ten in 5th grade.

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

- Go Math, Supplemental Research-based materials aligned to Florida Standards, Math Tier 2 and Tier 3 Interventions, Professional Development, grade level common assessments/data.

**Plan to Monitor Progress Toward G2.** **8**

Administrators attend/facilitate team PLC meetings, conduct ongoing classroom observations, and review student performance data/work samples to determine whether collaborative planning and tracking methods promote student achievement.

**Person Responsible**

Raquel Flores

**Schedule**

Monthly, from 8/30/2017 to 5/30/2018

**Evidence of Completion**

PLC agendas/meeting notes, classroom observation data, student assessment data, and student work samples.

## 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.** Student achievement will increase as a result of the implementation of rigorous, standards-aligned instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) 1

 G095170

**G1.B1** Teachers lack understanding of how to implement a systematic process for helping students understand complex text. 2

 B256152

**G1.B1.S1** Administrators and teacher leaders will attend the District PLC trainings and then share the strategies learned with the faculty. 4

 S270752

### **Strategy Rationale**

The DPLC trainings will provide a systematic process for accessing complex text (close reading) which will be disseminated to all teachers through a train the trainer model.

### **Action Step 1** 5

Administrators and teacher leaders attend District PLC trainings.

#### **Person Responsible**

Raquel Flores

#### **Schedule**

Every 2 Months, from 9/12/2017 to 5/10/2018

#### **Evidence of Completion**

Training sign in sheets, agendas, and meeting notes.

### **Action Step 2** 5

Administrators and teacher leaders train faculty in close reading strategies learned at DPLC trainings.

#### **Person Responsible**

Raquel Flores

#### **Schedule**

Every 2 Months, from 9/19/2017 to 5/16/2018

#### **Evidence of Completion**

Training sign in sheets, agendas, meeting notes, and training materials.

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

Administrators attend PLC meetings and review training materials to ensure fidelity of implementation.

### **Person Responsible**

Jennifer Lawrence

### **Schedule**

Every 2 Months, from 9/19/2017 to 5/23/2018

### ***Evidence of Completion***

PLC attendance sheets, agendas, meeting notes, and training materials.

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

Administrators attend PLC meetings at which teacher leaders share DPLC strategies and content to ensure accuracy of presentation, conduct ongoing classroom observations to determine the effectiveness of close reading strategies in each classroom, and monitor student data to determine if students' use of the strategies positively impacts performance levels.

### **Person Responsible**

Raquel Flores

### **Schedule**

Monthly, from 9/12/2017 to 5/30/2018

### ***Evidence of Completion***

Team PLC agendas/meeting notes, classroom observation data, student assessment data

**G2.** Student achievement will increase as a result of teachers' collaborative planning and the usage of systematic student progress monitoring to drive instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) 1

 G095171

**G2.B2** 2016-2017 Mathematics FSA data indicates that there is an overall deficiency in Measurement, Data, and Geometry in 4th grade and Numbers and Operations in Base Ten in 5th grade. 2

 B256155

**G2.B2.S1** Teachers will provide effective, engaging instruction that focuses on the development of student understanding of measurement, data, and geometry/numbers and operations in base ten. 4

 S270756

### **Strategy Rationale**

Instruction that requires engaging practice opportunities will allow students to increase their math skills in the areas of measurement, data, and geometry/numbers and operations in base ten.

### **Action Step 1** 5

Administrators will ensure alignment between classroom instruction and required DOK levels of standards in these content bands.

#### **Person Responsible**

Raquel Flores

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

#### **Evidence of Completion**

PLC/collaborative planning agendas and meeting notes; classroom observation data in iObservation.

### **Action Step 2** 5

Administrators will ensure that teachers strategically plan to teach the procedural knowledge required for solving problems in these content bands.

#### **Person Responsible**

Raquel Flores

#### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

#### **Evidence of Completion**

PLC and Collaborative Planning Meeting agendas and notes; lesson plans

## Action Step 3 5

Administrators will ensure that targeted small group instruction is provided to students based on data collected on classroom assessments.

### **Person Responsible**

Raquel Flores

### **Schedule**

Monthly, from 8/30/2017 to 5/30/2018

### ***Evidence of Completion***

Classroom observation data; formative assessment data; agendas and notes from PLC meetings with administration.

## Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will attend, facilitate, and actively participate in weekly team PLC and Collaborative Planning Meetings to ensure plans for instruction are implemented with fidelity.

### **Person Responsible**

Raquel Flores

### **Schedule**

Weekly, from 8/30/2017 to 5/30/2018

### ***Evidence of Completion***

Meeting notes and agendas will be collected to document attendance and participation.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrators conduct ongoing classroom observations, monitor student progress on common assessments, and facilitate data discussions to determine whether the instruction provided positively impacts student performance in the targeted bands.

### **Person Responsible**

Raquel Flores

### **Schedule**

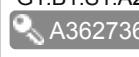
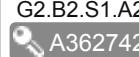
Monthly, from 8/30/2017 to 5/30/2018

### ***Evidence of Completion***

PLC/collaborative planning meeting agendas and notes; classroom observation data; common assessment data



## 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>2018</b>					
G1.B1.S1.A1  A362735	Administrators and teacher leaders attend District PLC trainings.	Flores, Raquel	9/12/2017	Training sign in sheets, agendas, and meeting notes.	5/10/2018 every-2-months
G1.B1.S1.A2  A362736	Administrators and teacher leaders train faculty in close reading strategies learned at DPLC...	Flores, Raquel	9/19/2017	Training sign in sheets, agendas, meeting notes, and training materials.	5/16/2018 every-2-months
G1.B1.S1.MA1  M387575	Administrators attend PLC meetings and review training materials to ensure fidelity of...	Lawrence, Jennifer	9/19/2017	PLC attendance sheets, agendas, meeting notes, and training materials.	5/23/2018 every-2-months
G1.MA1  M387576	Administrators conduct ongoing classroom observations and review student data and work samples to...	Flores, Raquel	8/28/2017	Classroom observation data; student assessment data; student work samples reflecting growth in mastery of standards.	5/30/2018 monthly
G2.MA1  M387587	Administrators attend/facilitate team PLC meetings, conduct ongoing classroom observations, and...	Flores, Raquel	8/30/2017	PLC agendas/meeting notes, classroom observation data, student assessment data, and student work samples.	5/30/2018 monthly
G1.B1.S1.MA1  M387574	Administrators attend PLC meetings at which teacher leaders share DPLC strategies and content to...	Flores, Raquel	9/12/2017	Team PLC agendas/meeting notes, classroom observation data, student assessment data	5/30/2018 monthly
G2.B2.S1.MA1  M387585	Administrators conduct ongoing classroom observations, monitor student progress on common...	Flores, Raquel	8/30/2017	PLC/collaborative planning meeting agendas and notes; classroom observation data; common assessment data	5/30/2018 monthly
G2.B2.S1.MA1  M387586	Administrators will attend, facilitate, and actively participate in weekly team PLC and...	Flores, Raquel	8/30/2017	Meeting notes and agendas will be collected to document attendance and participation.	5/30/2018 weekly
G2.B2.S1.A1  A362741	Administrators will ensure alignment between classroom instruction and required DOK levels of...	Flores, Raquel	8/30/2017	PLC/collaborative planning agendas and meeting notes; classroom observation data in iObservation.	5/30/2018 weekly
G2.B2.S1.A2  A362742	Administrators will ensure that teachers strategically plan to teach the procedural knowledge...	Flores, Raquel	8/30/2017	PLC and Collaborative Planning Meeting agendas and notes; lesson plans	5/30/2018 weekly
G2.B2.S1.A3  A362743	Administrators will ensure that targeted small group instruction is provided to students based on...	Flores, Raquel	8/30/2017	Classroom observation data; formative assessment data; agendas and notes from PLC meetings with administration.	5/30/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Student achievement will increase as a result of the implementation of rigorous, standards-aligned instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)

**G1.B1** Teachers lack understanding of how to implement a systematic process for helping students understand complex text.

**G1.B1.S1** Administrators and teacher leaders will attend the District PLC trainings and then share the strategies learned with the faculty.

### **PD Opportunity 1**

Administrators and teacher leaders train faculty in close reading strategies learned at DPLC trainings.

#### **Facilitator**

Raquel Flores

#### **Participants**

All teachers grades K-5

#### **Schedule**

Every 2 Months, from 9/19/2017 to 5/16/2018

## 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	Administrators and teacher leaders attend District PLC trainings.				\$0.00
2	G1.B1.S1.A2	Administrators and teacher leaders train faculty in close reading strategies learned at DPLC trainings.				\$174.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0212 - Oakshire Elementary	School Improvement Funds		\$174.71
		<i>Notes: Will be used to provide training materials for teachers.</i>				
3	G2.B2.S1.A1	Administrators will ensure alignment between classroom instruction and required DOK levels of standards in these content bands.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0212 - Oakshire Elementary	Title I, Part A		\$0.00
4	G2.B2.S1.A2	Administrators will ensure that teachers strategically plan to teach the procedural knowledge required for solving problems in these content bands.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0212 - Oakshire Elementary	General Fund		\$0.00
5	G2.B2.S1.A3	Administrators will ensure that targeted small group instruction is provided to students based on data collected on classroom assessments.				\$0.00
<b>Total:</b>						<b>\$174.71</b>