Oakridge Elementary School

2018-19 Schoolwide Improvement Plan

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Oakridge Elementary School

1507 N 28TH AVE, Hollywood, FL 33020

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	D*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oakridge Elementary School is to develop an effective learning environment through strong relationships between teachers, staff, parents, business partners, and members of the community. We believe that all students can learn in a safe, standards-driven, technologically advancing, and culturally diverse school.

Provide the school's vision statement.

All stakeholders at Oakridge Elementary will collaborate to provide a safe, happy, loving educational environment in which high quality instruction, social emotional learning, and positive behavior development is provided for all families and stakeholders. We, the students and staff of Oakridge Elementary will work together to help one another reach our fullest potential.

School Leadership Team

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

Name	Title
Aguilar, Eduardo	Principal
Thornberry, Andrew	Assistant Principal
Pendlebury, Brie-Anne	Instructional Coach
Kornhauser, Lee	Instructional Coach
Rupp, Erika	Teacher, K-12
Kramb, David	Other
Cook, Shane	Other
Aramboles, Iara	School Counselor

Duties

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

The School Leadership Team leads the school's overall and day to day operations, serving as instructional and operational leaders. School administrators conduct weekly observations, provide feedback to teachers, and revisit classrooms to assess high-quality instruction, behavior management, and social emotional learning. Instructional Coaches provide support in the classrooms by coaching instructional staff, overseeing the implementation of the Instructional Focus Calendars, analyzing weekly assessment data, and meeting with students to provide interventions. The program specialists (ESE, ASD, and Guidance) provide support to teachers so that we may meet the needs of our exceptional education students, students with autism, and all of our students' social emotional needs. All members of our leadership team work collaboratively to ensure we are maximizing our efforts to meet the needs of our students by supporting our staff, parents, and the overall community.

Eduardo Aguilar, Principal
Andrew Thornberry, Assistant Principal

Brie-Anne Pendlebury, Literacy Coach
Lee Kornhauser, Math Coach
Erika Rupp, Science Coach
Iara Aramboles, School Counselor
David Kramb, ESE Specialist
Shane Cook, ASD Coach

Early Warning Systems

Year 2017-18

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	31	27	21	22	17	16	0	0	0	0	0	0	0	134
One or more suspensions	0	1	0	6	1	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	33	39	0	0	0	0	0	0	0	106

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	14	11	5	11	10	2	0	0	0	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	12	0	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	1	4	1	18	1	0	0	0	0	0	0	0	0	25

Date this data was collected

Tuesday 7/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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	28	25	18	13	22	19	0	0	0	0	0	0	0	125
One or more suspensions	1	1	1	3	3	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	51	45	46	0	0	0	0	0	0	0	142

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	5	7	7	6	10	9	0	0	0	0	0	0	0	44

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component which performed the lowest was science. In 2017-2018, 29% of our students in 5th grade achieved a Level 3 or above on the FCAT Science 2.0. This is not a trend. In 2016-2017, 41% of our students in 5th grade achieved a Level 3 or above on the FCAT Science 2.0 and in 2015-2016, 42% of our students achieved a level 3 or above on the FCAT Science 2.0.

Which data component showed the greatest decline from prior year?

The data component which showed the greatest decline from the previous year was mathematics learning gains. In 2017-2018, 40% of our students achieved learning gains as measured by the 2018 FSA in Math. In 2016-2017, 60% of our students achieved learning gains as measured by the 2017 FSA in Math.

Which data component had the biggest gap when compared to the state average?

The data component which had the biggest gap when compared to the state average was Science. The school data for 2017-2018 is 29% while the state data is 55%, a difference of 26%.

Which data component showed the most improvement? Is this a trend?

The data component which showed the most improvement was learning gains in ELA. In 2017-2018, 52% of the students achieved learning gains in ELA according to the 2018 FSA. This is a trend. In both 2015-2016 and in 2016-2017, 47% of the students achieved learning gains in ELA.

Describe the actions or changes that led to the improvement in this area.

In 2016-2017, a greater emphasis was placed on progress monitoring reading data for all students. Benchmark Assessment System (BAS) was used for every student in grades KG through 3rd, and all students in grades 4 and 5 who scored a Level 1 or 2 on the Florida Standards Assessment. Teachers were encouraged to attend professional development for BAS, LLI, and Small Group Guided Reading. In 2017-2018, Balanced Literacy was introduced. Top Score Writing was also provided for all teachers in grades 2nd through 5th. Observations were conducted throughout the year and feedback was provided to teachers based on their iteracy block schedule, lesson planning, and instructional practices. Professional Learning Communities were conducted monthly to monitor student progress using iReady Reading and Standards Mastery assessments. Response to Intervention meetings were conducted weekly to discuss students who were not demonstrating mastery of the standards and select interventions to provide for those students. Instructional materials were allocated to support the students progress by supporting the teachers' instructional practices to meet the students' needs.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	33%	56%	56%	43%	50%	52%
ELA Learning Gains	52%	57%	55%	47%	52%	52%
ELA Lowest 25th Percentile	46%	51%	48%	28%	45%	46%
Math Achievement	38%	62%	62%	45%	57%	58%
Math Learning Gains	40%	60%	59%	50%	58%	58%
Math Lowest 25th Percentile	32%	47%	47%	42%	45%	46%
Science Achievement	29%	49%	55%	42%	43%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31 ()	27 ()	21 ()	22 ()	17 ()	16 ()	134 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	6 (0)	1 (0)	1 (0)	9 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	34 (0)	33 (0)	39 (0)	106 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	59%	-31%	57%	-29%
	2017	31%	57%	-26%	58%	-27%
Same Grade Comparison		-3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	34%	58%	-24%	56%	-22%
	2017	31%	56%	-25%	56%	-25%
Same Grade Comparison		3%				
Cohort Comparison		3%				
05	2018	31%	56%	-25%	55%	-24%
	2017	37%	54%	-17%	53%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	63%	-29%	62%	-28%
	2017	43%	61%	-18%	62%	-19%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	41%	63%	-22%	62%	-21%
	2017	45%	64%	-19%	64%	-19%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
05	2018	37%	62%	-25%	61%	-24%
	2017	38%	60%	-22%	57%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	28%	51%	-23%	55%	-27%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	32	27	25	32	33					
ELL	16	79		36	58						
BLK	24	39		30	31	38	30				
HSP	37	58	48	43	47	33	32				
MUL	60			60							

						2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS					
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	33			21	20						
FRL	33	51	45	38	39	33	31				

						2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS					
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	28	35	24	42	36	9				
ELL	22	40	42	42	47						
BLK	31	39	50	35	52	50	32				
HSP	35	46	43	47	58	35	42				
WHT	42	71		53	71						
FRL	34	46	47	44	60	42	40				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	Students' reading, writing, listening, and speaking skills must be developed to the students' maximum potential in order to perform on or above grade level based on the English Language Arts standards.
Intended Outcome	By June 2019, 60% of the students in Kindergarten through 5th grade will perform on or above grade level based on BAS, Primary End of Year Reading Assessments, and English Language Arts Florida Standards Assessments.
Point Person	Brie-Anne Pendlebury (brie-anne.pendlebury@browardschools.com)

Action Step	
Description	-Instructional Focus Calendars are designed to strategically teach the standards through rigorous lessons utilizing district/state adopted instructional materials, as well as supplemental instructional materials.
-Schedules are designed to maximize instructional time focused on integrating English Language Arts, Science, and Social Studies. English Language Arts is taught utilizing a Balanced Literacy approach, including whole group reading and writing lessons, small group guided reading and writing, independent reading and writing. Science and Social Studies instruction is delivered through rich non-fiction texts and activities.
-Teachers utilize supplemental instructional materials aligned to English Language Arts standards, including texts designed to facilitate balanced literacy, and independent learning systems to infuse 21st Century Learning.
-News style magazines are incorporated into English Language Arts instruction to include content from Science and Social Studies.
-Literacy department has been formed and will work cohesively to provide interventions and enrichment for students and support for teachers.
-Staff Schedules are designed to provide more adult support in every classroom. Specials teachers and support staff push in to classrooms to provide small group reading interventions using Phonics for Reading, Comprehensive Phonics, Spelling, and Word Study by Fountas & Pinnell, and Leveled Literacy Intervention.
-Data is aggregatedisd analyzed by school, grade level, teacher, and individual students to identify the literacy needs of all children.
-Teachers will participate in strategic professional development opportunities to improve literacy instructional practices.
-Balanced Literacy and LLI will be implemented to address students' lack of foundational skills in reading. Utilize student work, BAS and iReady data at PLCs and MTSS to drive instructional decisions, improving Tier 1, Tier 2, and Tier 3 instruction. Conduct evaluative and non-evaluative peer observations to provide authentic, constructive feedback to instructional staff. Provide professional development for BAS, Responsive Literacy, Balanced Literacy, Small Group Guided Reading, and LLI Interventions to all teachers, appropriate for their level of understanding on the continuum. Collaborate with personnel of other schools to further develop, enhance, and implement proven best practices.
-Focused/Authentic PLCs – Every grade level attends monthly PLCs, supported by administration and curriculum coaches. The focus of the discussions are on a Standards-Based Curriculum, Assessment of Data and Student Work, Remediation Plan for Struggling Students, Enrichment for Succeeding Students.
MTSS/RtI – The CPS Team meets every Tuesday to address students working below grade level and the interventions to facilitate their progress.
Internal/External Relationships – Community Engagement is a major goal and focus of our school. Office staff, teachers, paraprofessionals, facilities personnel, cafeteria staff, and

administration all focus on providing customer service and opportunities for participation in school events to each and every one of our families, as well as business and community partners, through PTA, Volunteering, and School Events. Support Staff, Team Leaders, and Administration also collaborate with partnering schools to further develop and implement best practices for Oakridge Elementary staff and students.

Person Responsible   Brie-Anne Pendlebury (brie-anne.pendlebury@browardschools.com)

Plan to Monitor Effectiveness

Description   Professional Learning Communities (PLC) are conducted weekly with all grade levels and attended by the Literacy Coach on a rotating schedule to monitor the implementation of the instructional focus calendars for each grade level. These meetings focus on addressing standards, analyzing assessment data, providing interventions and enrichment as needed, as well as adjusting instructional practices. In addition, the Literacy Coach and Administration meet with the grade level team leaders to analyze student data and teacher data monthly. Instructional Focus Calendars outline standards being taught. iReady Standards Mastery, other formative assessments, and student work samples are reviewed routinely at PLC meetings to evaluate the effectiveness of the instruction. Best practices are shared and discussed based on students' performance. Administration conducts routine classroom visits to perform walkthroughs, informal, and formal observations. Feedback is provided to the teachers to highlight strengths and strategies for improvement in relation to instructional practices.

Person Responsible   Brie-Anne Pendlebury (brie-anne.pendlebury@browardschools.com)

Activity #2	
Title	Mathematics
Rationale	Students' mathematical skills must be developed to the students' maximum potential in order to perform on or above grade level based on the mathematical standards.
Intended Outcome	By June 2019, 60% of the students will perform on or above grade level based on Math FSA.
Point Person	Lee Kornhauser (lee.kornhauser@browardschools.com)
Action Step	
Description	1. Data will be analyzed by school, grade level, teacher, and individual students to identify the mathematical instructional needs of all children. 2. Teachers will participate in strategic professional development opportunities to improve mathematical instructional practices. 3. Math coach will work cohesively with all grade level team leaders to provide math instructional support for teachers. 4. Schedules will be designed to provide math support to all students. 5. Math coach will provide support for teachers with the implementation of the mathematical standards.
Person Responsible	Lee Kornhauser (lee.kornhauser@browardschools.com)
Plan to Monitor Effectiveness	
Description	Professional Learning Communities will be conducted weekly with all grade levels and attended by the Math Coach on a rotating schedule to monitor the implementation of the math instructional focus calendars. These meetings will focus on addressing standards, analyzing assessment data, providing interventions as needed, and adjusting instructional practices. In addition, the Math Coach and Administration will meet with the grade level team leaders to analyze student data and teacher data monthly.
Person Responsible	Lee Kornhauser (lee.kornhauser@browardschools.com)

Activity #3	
Title	Science
Rationale	Students' science skills must be developed in order to perform on or above grade level based on the Science standards.
Intended Outcome	By June 2019, 60% of the students in 5th grade will perform on or above grade level based on FCAT Science 2.0.
Point Person	Erika Rupp (erika.rupp@browardschools.com)
Action Step	
Description	1. Data will be analyzed by school, grade level, teacher, and individual students to identify the science instructional needs of all children. 2. Teachers will participate in strategic professional development opportunities to improve science instructional practices. 3. Science coach will work cohesively with all grade level team leaders to provide science instructional support for teachers. 4. Schedules will be designed to provide science support to all students in 5th grade. 5. Science coach will provide support for teachers with the implementation of the new comprehensive science instructional materials (Learning A to Z Science and Scholastic).
Person Responsible	Erika Rupp (erika.rupp@browardschools.com)
Plan to Monitor Effectiveness	
Description	Professional Learning Communities will be conducted weekly with all grade levels and attended by the Science Coach on a rotating schedule to monitor the implementation of the science instructional focus calendars. These meetings will focus on addressing standards, analyzing assessment data, providing interventions as needed, and adjusting instructional practices. In addition, the Science Coach and Administration will meet with the grade level team leaders to analyze student data and teacher data monthly.
Person Responsible	Erika Rupp (erika.rupp@browardschools.com)

Activity #4	
Title	Social Emotional Learning
Rationale	Students' social emotional skills must be developed so that they can better relate to one another, increasing their ability to focus on positive relationships and academic achievement.
Intended Outcome	Students abilities to focus on positive relationships with their peers and adults will afford them the ability to increase their academic achievement and decrease the number of behavioral incidents as recorded in the District's Discipline Management system.
Point Person	Iara Aramboles (iara.aramboles@browardschools.com)

Action Step	
Description	Social Emotional Learning (S.E.L.) will be addressed in a multi-faceted fashion from all angles. The School-wide Positive Behavior Plan will be implemented by all teachers. Lessons will be taught school-wide on specific dates to actively teach students expectations, benefits, consequences, and self-regulation strategies. All classrooms will have the school-wide behavior posters posted in the classroom, along with the chart system used by all classroom teachers. Furthermore, every class will have a "Mood Meter" posted for students to chart their emotional status daily. Students will be encouraged to share their feelings whether positive or negative to promote understanding, patience, and learn about each others "Happiness Set Points." The School Counselor will meet conduct lessons (classroom by classroom, small groups, and with individual students) to address varying student's emotional challenges. The school will collaborate with outside agencies to provide social skills lessons during the school day and after school, as well as to provide sessions geared towards empowering and educating parents on how to support their children with their education.
Person Responsible	Iara Aramboles (iara.aramboles@browardschools.com)

Plan to Monitor Effectiveness	
Description	The data collected quarterly by administration will be analyzed to determine the effectiveness of the plan. Attendance, Behavioral data, and data collected from surveys to be completed by students, staff, and parents, will be reviewed each semester. This information will be shared with the staff at faculty meetings. Suggestions for revisions will be gathered from the staff. Revisions to the plans will be shared via the School-wide Positive Behavior Plan which will be disseminated quarterly as a reminder of the processes and procedures.
Person Responsible	Iara Aramboles (iara.aramboles@browardschools.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Oakridge Elementary builds positive relationships with parents, families, and other community stakeholders in a variety of ways. Stakeholders are encouraged to attend the Title I Annual Meeting/ Open House, quarterly Title I parent trainings, PTA functions, monthly SAC meetings, and parent conferences. All of these events provide Oakridge with an opportunity to share the school's goal and strengthen relationships with the various stakeholders within the community.

PFEP Link

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

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.

All staff members receive annual training from the guidance counselor on Social-Emotional Learning, how to address individual student needs, and the process to refer students to guidance for further counseling. Parents have the option to request for additional counseling be available during school hours to service their child as well.

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

Oakridge works closely with the local middle schools that we feed into as well as the Magnet schools in the area. Through the guidance counselors, school visits to the feeder Middle Schools are arranged for students to experience a day in the life of a middle school student. Students are able to visit classrooms, the cafeteria, and learn about the various programs and extracurricular programs the school has to offer the incoming 6th grade students. Students receive any required summer reading/work for the middle school to which they are designated to feed into. During the fall, the guidance counselor also arranges for various Magnet schools to come to Oakridge and present each school's specific Magnet program.

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.

Staff placement decisions are made based on strengths/weaknesses of individual personnel, and student needs based on data. Instructional resources are purchased using appropriate Federal, State and District funds in order to support high quality instruction in the classroom. The personnel responsible for coordinating such meetings are administration, instructional coaches and program specialists. Meetings are conducted weekly and monthly and include the following: Professional Learning Communities, Response to Intervention, grade-level team meetings, faculty and support staff meetings. Input from these meetings is then analyzed to decide on strategies and resources that will have the highest impact on student achievement.

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

During College and Career week, each classroom participates in grade level appropriate activities and lessons geared to expose the students to a variety of careers and/or college readiness. Oakridge also hostess a school-wide Career Day, where members of community come and share their professions to students from grades Prek-5th. Another way to advance college and career awareness is through the JA

Biztown program that the 5th grade students participate. Students gain real life work experience and financial responsibility through the planning, preparation, and participation in JA Biztown.

Part V: Budget

Total:	$232,393.75