Oakshire Elementary

2021-22 Schoolwide Improvement Plan

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Oakshire Elementary

14501 OAKSHIRE BLVD, Orlando, FL 32824

https://oakshirees.ocps.net/

Demographics

Principal: Mark Charlton

Start Date for this Principal: 1/23/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (69%) 2016-17: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Charlton, Mark	Principal	The school principal is responsible for assuring the safety of students before and after school, between and during classes, and during lunches. Mr. Charlton also visits classrooms according to the observation schedule, provides weekly observations, and reviews data weekly with the administrative team. He 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, he 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 the community, parents and school staff regarding vision and school improvement.
Duvall, Jennifer	Instructional Coach	Mrs. Duvall is our Instructional Coach. She provides small group reading intervention in both pull out and push in models. Additionally, she works with teachers to maximize the effectiveness of their instruction in Reading and Writing. She is also in charge of our MTSS/Reading Interventions. Mrs. Duvall works closely with our Resource Teacher to coordinate family events and student incentive programs. She is an integral member of the Leadership Team who excels at finding solutions to challenges and constantly looks for ways to improve student learning. Mrs. Duvall coordinates the efforts of the Reading support team and ensures that the students who need additional support receive it throughout the day. Mrs. Duvall also provides coaching support through modeling and classroom observations.
Stochich, Jordan	Curriculum Resource Teacher	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. She maintains school wide textbook inventory and orders textbooks and instructional resources. Mrs. Stochich is responsible for updating data walls, monthly progress monitoring reviews, SharePoint, and the Master Calendar. She supports the principal with the school wide review of FSA ELA, Math, Science, Writing and data reports. This year, Mrs. Stochich will fulfill the duties of a part time staffing specialist to support our ESE students. She is also one of the school's Sky Caps and works with teachers to implement Skyward. Finally, Mrs. Stochich serves as the testing coordinator for all standardized testing at Oakshire.
Pena, Emily	ELL Compliance Specialist	The ESOL Compliance Specialist assists the school registrar with placement of ESOL students, updates information on Skyward regarding LEP dates, test dates, entry & re-entry dates, and schedules. She utilizes test scores to discuss student placement or reevaluations, sets up meetings for students with unsatisfactory progress to develop an improvement plan, 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. Ms. Pena ensures that the school is in full compliance with State and Federal mandates for ELL, and she

Name	Position Title	Job Duties and Responsibilities
		updates and reviews all program reports. She supports success of ELL students, monitors their academic progress, and conferences with students as needed. Mrs. Pena coordinates the Multicultural Parents Leadership Committee meetings. This year, Mrs. Pena will fulfill the role of a part time staffing specialist to support our ESE students.
Pacheco, Yesenia	School Counselor	Ms. Pacheco works with students and teachers by offering support through guidance lessons and SEL strategies.

Demographic Information

Principal start date
Tuesday 1/23/2018, Mark Charlton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
472

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	73	83	88	93	107	0	0	0	0	0	0	0	465
Attendance below 90 percent	11	11	13	9	14	21	0	0	0	0	0	0	0	79
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	13	2	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	17	2	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	15	40	16	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/2/2021

2020-21 - As Reported

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	
Number of students enrolled	29	88	92	90	112	103	0	0	0	0	0	0	0	514
Attendance below 90 percent	7	8	5	11	19	10	0	0	0	0	0	0	0	60
One or more suspensions	0	0	2	0	4	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	6	3	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	3	13	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	3	17	0	0	0	0	0	0	0	0	20

The number of students with two or more early warning indicators:

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

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	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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**	
Number of students enrolled	29	88	92	90	112	103	0	0	0	0	0	0	0	514
Attendance below 90 percent	7	8	5	11	19	10	0	0	0	0	0	0	0	60
One or more suspensions	0	0	2	0	4	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	6	3	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	3	13	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	3	17	0	0	0	0	0	0	0	0	20

The number of students with two or more early warning indicators:

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

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	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	57%	57%	71%	56%	56%
ELA Learning Gains				62%	58%	58%	69%	55%	55%
ELA Lowest 25th Percentile				58%	52%	53%	63%	48%	48%
Math Achievement				71%	63%	63%	83%	63%	62%
Math Learning Gains				62%	61%	62%	69%	57%	59%
Math Lowest 25th Percentile				44%	48%	51%	58%	46%	47%
Science Achievement				50%	56%	53%	67%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	58%	55%	3%	58%	0%
Cohort Comparison						
04	2021					
	2019	59%	57%	2%	58%	1%
Cohort Comparison		-58%				
05	2021					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	62%	2%	62%	2%
Cohort Comparison						
04	2021					
	2019	64%	63%	1%	64%	0%
Cohort Comparison		-64%				
05	2021					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	54%	-10%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Oakshire Elementary uses iReady to provide progress monitoring for Kinder through Fifth Grade for ELA and Math. We use the district PMA to progress monitor Science in 5th Grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/29-%	29/35-%	39/46-%
	Economically Disadvantaged	12/30-%	14/33%	19/45-%
	Students With Disabilities	0/0-%	0/0-%	0/0-%
	English Language Learners	7/18-%	11/28-%	14/35-%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/24-%	30/37-%	41/49-%
	Economically Disadvantaged	10/25-%	16/38-%	19/45-%
	Students With Disabilities	0/0-%	1/14-%	2/29-%
	English Language Learners	4/11-%	10/26-%	15/38-%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/21-%	28/32-%	37/42-%
	Economically Disadvantaged	6/13-%	11/24-%	18/38-%
	Students With Disabilities	2/29-%	1/14-%	1/14-%
	English Language Learners	5/10-%	11/21-%	16/31-%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/8%	16/18-%	38/43-%
	Economically Disadvantaged	4/9-%	8/17-%	19/40-%
	Students With Disabilities	0/0-%	1/14-%	2/29-%
	English Language Learners	1/2-%	8/15-%	17/33-%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/32- %	38/41-%	44/47-%
	Economically Disadvantaged	13/28-%	18/38-%	21/45-%
	Students With Disabilities	0/0-%	2/22-%	2/22-%
	English Language Learners	2/4-%	10/22-%	13/28-%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/4-%	21/23-%	43/46-%
	Economically Disadvantaged	2/4-%	12/26-%	18/38%
	Students With Disabilities	1/13-%	2/22-%	1/11-%
	English Language Learners	3/7-%	9/20-%	16/35-%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/13-%	18/17-%	25/23-%
	Economically Disadvantaged	7/12-%	9/15-%	13/22-%
	Students With Disabilities	0/0-%	0/0-%	0/0-%
	English Language Learners	6/10-%	6/10-%	10/16-%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/6-%	10/9-%	23/21-%
	Economically Disadvantaged	5/9-%	5/8-%	11/18-%
	Students With Disabilities	0/0-%	0/0-%	0/0-%
	English Language Learners	2/3-%	3/5-%	10/16-%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/11-%	15/15-%	17/17-%
	Economically Disadvantaged	3/7-%	4/10-%	3/17-%
	Students With Disabilities	0/0-%	1/17-%	0/0-%
	English Language Learners	2/4-%	8/15-%	5/9-%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/9-%	19/19-%	35/34-%
	Economically Disadvantaged	2/9-%	5/12-%	9/21-%
	Students With Disabilities	1/0-%	1/17-%	1/17-%
	English Language Learners	6/3-%	10/18-%	20/36-%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	53/51%	51/50-%	54/53-%
	Economically Disadvantaged	20/47-%	16/41-%	18/46-%
	Students With Disabilities	3/43-%	1/17-%	1/20-%
	English Language Learners	26/46-%	25/57-%	27/55-%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	25			33							
ELL	48	62	56	56	62	62	45				
ASN	90			80							
BLK	56	73		50	73		27				
HSP	58	64	58	60	67	60	54				
WHT	65			65							
FRL	57	72	55	50	59	67	38				
2019 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 2017-18	C & C Accel 2017-18
SWD	39	48		46	24						
ELL	61	59	54	65	58	48	48				
BLK	50	53	45	58	37	33	19				

2019 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 2017-18	C & C Accel 2017-18
HSP	71	64	60	72	65	49	57				
WHT	68	45		74	73						
FRL	71	63	68	69	61	39	47				
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	51	59	50	78	73						
ELL	64	65	66	78	71	54	62				
BLK	57	69	64	73	61	56	64				
HSP	73	67	62	83	70	56	67				
WHT	68	67		91	67						
FRL	71	69	63	83	69	58	67				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math Lowest 25th Percentile has been the lowest scoring component for Oakshire Elementary. Students with disabilities scored the lowest of all subgroups in ELA Achievement and Learning Gains as well as Math Achievement and Learning Gains for the 2019 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math Lowest 25th Percentile is the data component that has the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A good deal of the leadership teams expertise was in ELA- Reading and Writing. Also we had intervention and push in help for students regarding reading. Lastly, student fundamental skills in math continued to be weak (in areas of addition/subtraction, multiplication/division). This year, Jordan Stochich, whose background is in all subjects, but well trained in elementary math and science, will be working more directly with students and teachers. She is planning with all 3-5 grade teachers in Math. She will also be supporting teachers in the classroom with classroom walks and modeling lessons when needed. Math intervention has been added to the schedule and teachers will devote more time to accelerating students' understanding of math skills and providing help in filling gaps in fundamental math skills. Additionally, teams will promote friendly cross grade competitions regarding math facts, with the reward being the Math Field Day in December.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All 2019 components showed a decline when compared to the 2018 data components. Overall Math Achievement was the highest scoring component at 71%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There was not an improvement in math in 2019 compared to 2018. We had a 83% Math proficiency in 2018 and a 71% Math proficiency in 2019. Math was the highest score out of the data components in 2019.

What strategies will need to be implemented in order to accelerate learning?

First, we will ensure teachers are teaching to the level of the standard, and that student tasks are aligned. We will monitor this weekly through PLC planning and classroom walks. Next, we will have teachers monitor more closely students' students' instructional paths in iReady. They will monitor through the week students time on task and pass rates. When students are struggling, they will intervene. The team will also assign lessons in iReady to accelerate their understanding of the standard. We have built in a formal time for teachers to work with students with iReady issues on Wednesdays. The leadership team members are assigned grade levels to monitor teacher's monitoring of iReady. This is remediating basic skills and accelerating student learning. Next, we will be closely following the interventions and the MTSS process. Students are starting "informal"

interventions the 2nd week of school. Teachers will be providing services based on the EOY iReady Reading and Math Instructional groups from last year during the intervention time. To make sure we have students appropriately placed in reading interventions and in their iReady path, week one the leadership and teachers are using the LRP to test students' reading abilities. We will use that as a second data point with this year's BOY iReady Reading Diagnostic and FSA scores to create the formal intervention groups. This will support accelerated learning. We will know students' reading abilities and what they need during interventions. We will also use the accelerated tutoring model in all tutoring this year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are providing various teacher support meetings and professional development to support our staff. First, the leadership team provided a summer planning PD in June and July where teachers were taught how to plan their math lessons using the various resources provided. for the school year. Next, Ms. Stochich will be providing weekly PLC Planning support in planning and collaborate on how to deliver whole group and small group instruction effectively. There will be frequent PLC data meetings where we discuss the data, identify issues, come up with a plan and implement the plan. This Plan-Do-Check-Act- process will be modeled and taught to the teacher to help them create an ongoing process of intervention progress monitoring. Additionally, we will have PDs on the effective use of iReady and how to intervene to accelerate student performance in math. In planning we will give frequent reminders and strategies on how to improve students' fundamental math skills. Lastly, we will be having periodic Social Emotional Learning PD to support the teachers in compliance with the county initiative.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

First, we have increased our teacher support regarding our planning process. Our summer planning PD and our improved system of weekly collaborative PLCs with teachers that includes planning, progress monitoring and the use of the Plan-Do-Check-Act process will create a system that will provide the oversight needed to ensure effective teaching. Next our leadership team and paraprofessionals will be pushing into classes to assist teachers and students where needed in ELA and Math. In addition to the weekly PLC meetings with teachers, I will meet with teachers 4 times a year to have more in-depth data discussions involving each student and the next steps needed to accelerate their achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Math Learning Gains for all and Bottom 25%; ELA learning gains for all and Bottom 25%; Science achievement.
Measurable Outcome:	1. Our Math Learning Gains for the Bottom 25% will remain at 70% as evidenced by the Spring 2022 FSA Math test. 2. At least 80% of staff will agree/strongly agree that the teachers have been trained in a formal process that promotes discussion about student learning as evidenced by the Spring 2022 Cognia survey.
Monitoring:	Regarding Measureable Outcome 1- We will identify our lowest 25 % in reading and math and make teachers aware of those students once we get that information. The lowest 25% will automatically be in Tier 2 and monitored for possible inclusion in Tier 3 if appropriate. These students will be highlighted in the SharePoint Excel Sheet data so we frequently review their progress in PLCs and at formal data meetings. In our PLC meeting room, we will have the student pictures and information posted so we regularly discuss their progress in PLCs, MTSS Meetings and Data Meetings. The lowest 25% in Reading and Math will have a monitoring group created in iReady so we can regularly check their progress and intervene when necessary. Regarding Measureable Outcome 2-, we will create quarterly exit slips for teachers to be given during PLCs to monitor for desired outcome.
Person responsible for monitoring outcome:	Mark Charlton (mark.charlton@ocps.net)
Evidence-based Strategy:	Processing of New Content- Focus Statement: The teacher systematically engages student groups in processing and generating conclusions about new content. Desired Effect: Students are cognitively engaged with new content during interactions with other students.
Rationale for Evidence-based Strategy:	Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, and teaching students about and how to be aware of the key core competence areas of self-awareness, seff-mangagement, social awareness, relationship skills, and responsible decision-making, all of which, we equip them to effectively use interaction and collaboration with other to increase their achievement. We will be following the OCPS CRMs related to SEL along with the Leader In Me program materials.

Action Steps to Implement

1. Review with staff as to how social and emotional learning is connected to instructional strategies - preplanning and PLCs
2. Share the common language to support a culture of social and emotional learning at Oakshire with adults and students through posting in hallways and classrooms and in conversations

3. Create a process to examine the current school climate and culture three times in the year - (twice by school google form, once by Panorama/Cognia Survey)
4. Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture like mindful breathing and and opening and closing rituals

Person Responsible   Mark Charlton (mark.charlton@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Description: All students will receive Math instruction that aligns to state standards and fills gaps created by school closing in the spring of 2020. Whole group core instruction will be aligned to the standard of instruction and will include tasks that meet the full rigor of each standard. Instruction provided in small groups will meet one of three objectives: 1. Provide additional guided practice with the current grade level standard of instruction. 2. Provide additional guided practice with grade level standards taught during prior units of instruction. 3. Provide guided practice with critical standards that were not covered in school due to COVID-19 closures in the spring. Rationale: In the Spring of 2019, 71% of students in grades 3-5 scored a 3 or above on the Math FSA, a drop of 12% from the prior year. In that same year, 62% (a drop of 7%) of students made learning gains and only 44% (a drop of 14%) of the Bottom 25% made learning gains. In the winter of 2019, only 38% of students in grades 3-5 scored at a satisfactory level in Math according to the i-Ready middle of the year diagnostic. By dedicating time to filling gaps we can increase the number of students who make learning gains, which, over time, will increase the number of students performing at a satisfactory level on the state assessment.
Measurable Outcome:	62% of students will score 3 or above on the spring 2022 Math FSA. Additionally, 70% of all students and 71% of students in the Bottom 25% will make learning gains.
Monitoring:	Teachers will actively participate in the planning, teaching and learning processes to support students' attainment of knowledge and skills. The Professional Learning Community (PLC) procedure will be used to structure these processes. Grade level teachers along with leadership team members will work in a cohesive fashion to forge a path to success by focusing on standards, assessments, whole group as well as small group learning. By analyzing the outcomes of formative and summative assessments, the needs of the students will be kept in the forefront and adjustments to the instructional focus calendars and the instruction in the classroom will be made.
Person responsible for monitoring outcome:	Jordan Stochich (jordan.bombard@ocps.net)
Evidence-based Strategy:	Processing of New Content- Focus Statement: The teacher systematically engages student groups in processing and generating conclusions about new content. Desired Effect: Students are cognitively engaged with new content during interactions with other students. Attention to Established Content Standards- The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.
Rationale for Evidence-based Strategy:	This strategy will build teacher expertise in teaching the standards set forth by the state of Florida and will allow teachers to engage in a structured process for data analysis. Through data analysis, the teachers will identify strengths and areas for growth in each student and, in turn, develop lesson plans that aim to accelerate student learning. This acceleration in learning will result in increased learning gains and achievement.
Action Steps to Implement	

Expectations for Planning and Professional Learning Communities:
1. A cycle for Professional Learning Communities (PLCs) meetings for each grade level will be established

based on the instructional focus calendars.

2.Teachers and leadership team members will attend and participate in PLC meetings weekly. Some meetings are led by teacher leaders and others by administrators.

3.Teachers will actively participate in (PLCs) within their grade level team and members of the school leadership team.

4. Instructional leadership will make adjustments to the instructional focus calendar if warranted based on data collected and analyzed during those meetings.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Description/Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade-62%, Fourth Grade-38%, Fifth Grade-65%. (FSA Report: Schools with/without 50 Percent or More of any Grade Level Scoring Below Level 3)
Measurable Outcome:	The 2022 ELA FSA will show an increase for the following grade level(s) Fourth Grade - 12 percentage points from 38% to 50% (cohort from 2020-2021)
Monitoring:	To monitor growth towards the goal, i-Ready diagnostic data, Progress Monitoring Activities (PMAs) and Standards Based Unit Assessments (SBUAs) will be monitored fall, winter and spring as well at the end of units of instruction. Adjustments to instruction will be made in response to data and Instructional Groups for students will be created in I-Ready for grades three through five. Comparisons and adjustments to small groups will occur when additional data points are collected. Classroom Walkthroughs will happen on a continual basis as well to address instructional delivery, student engagement and the planning process through PLCs.
Person responsible for monitoring outcome:	Mark Charlton (mark.charlton@ocps.net)
Evidence-based Strategy:	Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur to better scaffold student learning
Rationale for Evidence-based Strategy:	The selected instructional practice has a moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding. Quasi-experiments have a moderate level of evidence due to that they lack the key feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based upon data.

Action Steps to Implement

• Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

• Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data are used to plan small group instruction and differentiation opportunities.

• Teacher/Student data will be reviewed in individual teacher data meetings.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Oakshire Elementary School is ranked 1191 out of 1395 schools statewide and 68 out of 126 school in Orange County for incidents that occur on campus. There are three categories for incidents that may occur at schools. These three include: Violent incidents, Property Incidents and Drug/Public Order incidents. Oakshire has 12 incidents that were recorded under Violent incidents, primarily Threat to Individual(8), and then under Sexual Harassment (2) and Physical Attack(2). With an enrollment of 664, that converts to an incident rate of 1.8 percent for the 2019-2020 year. The ranking ranges from Very Low to Very High. Oakhshire ES has a ranking of Very High for Violent Incidents for the 12 incidents that occured in 2019-2020. Since Threats to Individuals have been a concern, continued work with students regarding impulsivity, self regulation and empathy will take place by administration via the school news, and in classes by teachers infusing Social and Emotional Learning into our daily curriculum. We also will be incorporating the Zones of Regulation presentation and strategies presented by our school counselor, Ms. Pacheco and our school psychologist, Ms. Moore. Our counselor, Ms. Pacheco, will visit classes with SEL guidance lessons to support the key core competence areas of self-awareness, seff-mangagement, social awareness, relationship skills, and responsible decision-making. Ms. Pacheco will also review any discipline issues with students who may obtain a discipline referral in order to correct the behaviors and have students process what are better choices that they can make in the future.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Oakshire Elementary has long been considered a warm, welcoming, and positive place. Visitors frequently comment on the good feeling that they have when they come to campus. Identifying the structures and practices that create that environment is sometimes difficult. Our teachers and staff members are encouraged to collaborate in order to meet the academic needs of our students. Grade level teams work together and support each other through the process of lesson planning based on data. Paraprofessionals work side by side with classroom teachers to help students reach their full academic potential. Through the amount of time that our teachers and staff spend together, they have become like family. Teachers and staff members can publicly recognize those who help them by posting notes on our "Today I'm Saying Thank You" shout out board. The administrators recognize the efforts of teachers and staff by awarding Tokens of Appreciation which are used in staff raffles called "Staffles." Recognition and appreciation of work is critical

to the success of the school. When teachers and staff feel valued, they in turn treat their students in the same manner. This helps to build classrooms in which the students treat each other with respect. Students receive lessons in class aimed at Social and Emotional Learning through which they learn to recognize and regulate their feelings and behavior. These lessons also allow the students to recognize and relate to the feelings and behaviors of others. Parents are invited to participate in various activities at school. Some of our academic focused events include Reading, Math, and Science nights along with FSA night. The majority of our family events are coordinated through our PTA and provide fun activities in which families can participate and interact with each other on and off campus. PTA events are planned based on input from families regarding the types of activities they would like to attend. Parents are invited to participate in our School Advisory Council in which they help monitor school improvement efforts. Annual Cognia climate surveys are administered to faculty, staff, students, and parents. Results are analyzed at our May SAC retreat and plans to address areas for growth are generated.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers and staff- In their interactions with students, staff and parents. We are continuing our SEL initiative to grow in this area. All teachers are required to participate in the SEL PDs and to provide this information to their students.
Administration and school leadership- to ensure that we implement SEL PD and strategies with our students and staff.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	140-Substitute Teachers	0212 - Oakshire Elementary	School Improvement Funds		$1,000.00
			Notes: Coverage for teachers to attend SEL trainings off campus.			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	140-Substitute Teachers	0212 - Oakshire Elementary	General Fund		$10,000.00
			Notes: Funds to pay for substitutes when teachers meet for half day planning			
3	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$11,000.00