Miami-Dade County Public Schools

Oak Grove Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Oak Grove Elementary School

15640 NE 8TH AVE, Miami, FL 33162

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

Demographics

Principal: Joyce Jones R

Start Date for this Principal: 7/1/2013

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	Yes
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* Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (59%) 2016-17: A (63%)
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 Dade 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.

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	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Jones, Joyce	Principal	Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programing, administrative, budgetary planning, discipline, and counseling services.
Collins, Deborah	Assistant Principal	Assistant Principal will ensures effective communication with parents regarding MTSS/RtI plans and activities. Ensures fidelity and implementation of intervention; supports the school instructional program, supports the professional development of rigorous instruction; promote the mission and vision of the school and celebrates student success.
Pierre, Ejeanne	Reading Coach	Literacy Coach will provide direct instructional support related to improving and supporting classroom instruction at select Tier 1 schools. Emphasis will be on utilizing the coaching model to support teachers in effective, evidence-based instructional strategies that will improve academic success.
Willisams, Sharisse	Math Coach	Mathematics Coach will provide direct instructional support related to improving and supporting classroom instruction at select Tier 1 schools. Emphasis will be on utilizing the coaching model to support teachers in effective, evidence-based instructional strategies that will improve academic success.
Dirosier, Falicie	School Counselor	Counsel in a face to face or onsite setting. Conduct individual, small group, and classroom (when appropriate) guidance counseling with students . Counseling may focus on academic, emotional, behavioral, or developmental issues to promote enhanced school functioning. Provide support to families, classroom teachers, school principal and other school personnel to maximize effectiveness of School Improvement Plan. Maintain consistent communication with classroom teachers, principals, and parents.. Keep abreast of current changes and trends in the field of school counseling.

Demographic Information

Principal start date
Monday 7/1/2013, Joyce Jones R

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.*
30

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.*
24

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

493

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

1

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

3

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	55	61	69	104	68	84	0	0	0	0	0	0	0	441
Attendance below 90 percent	11	29	24	23	12	14	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	14	22	17	12	0	0	0	0	0	0	0	66
Course failure in Math	0	1	7	8	7	20	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	15	48	67	18	28	0	0	0	0	0	0	0	176

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	2	1	9	18	6	22	0	0	0	0	0	0	0	58

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	2	1	0	18	2	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	71	79	90	91	88	95	0	0	0	0	0	0	0	514
Attendance below 90 percent	30	26	20	15	14	20	0	0	0	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	14	8	30	14	8	0	0	0	0	0	0	0	74
Course failure in Math	0	6	0	13	22	33	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	14	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	11	19	0	0	0	0	0	0	0	30

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	8	2	21	24	29	0	0	0	0	0	0	0	86

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	2	1	0	19	2	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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				44%	62%	57%	51%	62%	56%
ELA Learning Gains				56%	62%	58%	60%	62%	55%
ELA Lowest 25th Percentile				65%	58%	53%	56%	59%	48%
Math Achievement				57%	69%	63%	67%	69%	62%
Math Learning Gains				65%	66%	62%	69%	64%	59%
Math Lowest 25th Percentile				56%	55%	51%	62%	55%	47%
Science Achievement				44%	55%	53%	51%	58%	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	44%	60%	-16%	58%	-14%
Cohort Comparison						
04	2021					
	2019	39%	64%	-25%	58%	-19%
Cohort Comparison		-44%				
05	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-45%				
05	2021					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5: i-Ready Diagnostic is used for Reading/Mathematics
AP1 Data-Fall
AP2 Data-Winter
AP3 Data-Spring
Grade 5: Science Mid-Year Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	15.4	29.2
	Economically Disadvantaged	33	14.6	27.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	27.6	37
	Economically Disadvantaged	23.8	26.22	35.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	31	47
	Economically Disadvantaged	32.3	29.5	44.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	24.3	31
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.1	38.5	61.5
	Economically Disadvantaged	32.9	39.5	61.8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	24.4	34.6
	Economically Disadvantaged	0	25	35.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.8	38.5	39.7
	Economically Disadvantaged	28.8	37	39.7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.0	39.7	55.1
	Economically Disadvantaged	19.2	39.7	56.2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	33.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.7	40.2	39.1
	Economically Disadvantaged	19.1	40.5	39.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.2	28.7	39.1
	Economically Disadvantaged	16.7	28.6	39.3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	3.5	0
	Economically Disadvantaged	0	3.7	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	0.0	0

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	11	17		11	27						
ELL	38	46	29	32	22	20	12				
BLK	38	42	30	30	19	26	17				
HSP	29			33							
FRL	36	41	36	29	19	25	15				
	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	25	33		21	56	58					
ELL	39	61	65	45	62	52	41				
BLK	44	54	64	56	65	52	42				
HSP	38	80		62	67						
FRL	44	57	65	57	64	56	44				
	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	25	58		15	33						
ELL	38	52	50	54	63	50	33				
BLK	49	60	54	65	70	61	51				
HSP	63	54		75	54						
FRL	51	60	56	66	69	61	50				

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	17
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	45
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trends that emerged across grade levels, subgroups and core content areas showed the data fluctuated between 2017 and 2019. In 2017, the data reported 45 percent proficiency in ELA, in 2018, data reported 51 percent proficiency in ELA, in 2019, the data reported 44 percent proficiency in ELA and in 2021, the data reported 37 percent proficiency in ELA. In mathematics, the data reported in 2017, 66 percent proficiency, in 2018, the data reported 68 percent proficiency in 2019, the data reported 57 percent proficiency and in 2021, the data reported 31 percent proficiency.

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

Based on the 2019 state assessments the greatest need for improvement was in ELA Integration of Knowledge and Ideas. The 2019 FCAT 2.0 Science data indicated that the Nature of Science data was an area that demonstrated the greatest need for improvement. The 2019 ELA data showed 44 percent proficiency. The 2019 Science data showed 40 percent proficiency. The 2019 Math data showed 57 percent proficiency and Numbers and Operation-Fractions demonstrated the greatest need for improvement . Additionally, based on progress monitoring, the greatest need for improvement was reading skills and science. The 2021 data indicates that 33% of Grade 3 ELA s scored a Level 3 and 50% or more scored below Level 3. Data also indicates that 38% of Grade 4 ELA scored Level 3 or above and 50% or more scored below Level 3. In Grade 5 ELA, 35% scored Level 3 or above and 50% or more scored below Level 3.

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

The contributing factors to this need for improvement is the below level reading skills for a majority of the students participating in the state and district assessments. The students' below level reading skills greatly impact their ability to score proficiency in reading and science. The students' lack of basic reading skills, concepts, and the principles that facilitate proficient readers demonstrate a significant need for improvement. The new action that would need to be take to address this need for improvement is ensuring the students are engaged in a daily review of the reading skills and concepts along with adequate practice of the reading skills, and ensuring that monitoring and feedback take place weekly.

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

The data components that showed the most improvement based on progress monitoring and 2019 state assessments was Math with 57 percent proficiency. Regarding progress monitoring, an increase in the number of students moving from Tier 2 to Tier 1 in i-Ready math as well as a decrease in the number of students moving from Tier 3 to Tier 2 in math contributed to the 57 percent proficiency rate on the 2019 FSA Mathematics Assessment.

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

The contributing factors for this improvement included the consistency with DI (Differentiated Instruction), fluency practice, reflex math and closely monitoring the instructional pathway in i-Ready. The math coach played a significant role in this progress by closely monitoring the students' progress and offering before school practice in the computer lab using researched-based technology programs.

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

The following strategies will be implemented in order to accelerate learning: Survey, Predict Annotate, Evidence, Dissect (SPADE) Close Reading Strategy; KWLH (Know, Want, Learn, How); Circle, Underline, Box clue words, Evaluate and Eliminate, and Solve and Show Work (CUBES), Explicit Instruction and Primed Background Knowledge.

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.

The leadership team will establish an academic goal for the school. And, the teachers will establish an achievement goal for each student. The leadership team and the teachers will engage each student in monitoring his/her progress towards achieving his/her academic goal. The professional development activities for the teachers will focus on explicit instructions, and other researched-based instructional strategies and best practices such as the use of graphic organizers, venn diagrams, summarizing, SPADE, CUBES, etc.

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

The additionally services that will be implemented to ensure sustainability and improvement for the 2021-2022 school year and beyond will include 1. Professional development to continue to build the capacity of the teachers relative to teaching and learning. 2. ELL students will participate in Title III before school tutoring. 3. General Education Students and other subgroups will participate in an after school and Saturday school tutorial program (both for remediation and enrichment).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	After analyzing the 2020-2021 Spring i-Ready AP3 report, the data revealed that in Grades K-5, 48% of the students were proficient in Reading and 41% were proficient in Math.
Measurable Outcome:	Our goal is for the students in Grades K-5 to achieve a 52% proficiency rate in Reading and Math by June 1st, 2021-2022 i-Ready Spring AP3.
Monitoring:	Ensure that all students in Grades K-5 are actively engaging in the i-Ready platform according to their allotted time requirements. The teachers in Grades K-5 will monitor student progress by pulling the appropriate reports and analyzing the data. The leadership team and Grades K-5 teachers will meet monthly to review and discuss the data to determine what instructional adjustments are necessary.
Person responsible for monitoring outcome:	Joyce Jones (pr4021@dadeschools.net)
Evidence-based Strategy:	During Collaborative Data Chats, teachers and administration will analyze student performance data and determine how the information will be used to drive future instruction. Teachers will also be given time to discuss activities and strategies used to remediate/enrich students on the assessed standards, as well as identify fragile students to ensure they receive the proper support.
Rationale for Evidence-based Strategy:	The resources that the team will utilize to review and analyze student data are reports from i-Ready, McGraw-Hill Wonders Biweekly Assessments, Math Topic Assessments, New Horizons Intervention, Waterford, Imagine Learning, MyOn, and Reflex Math.

Action Steps to Implement

10/11/21 - Conduct Collaborative Data Chats after the Fall i-Ready Diagnostic Assessments.

Person Responsible	Joyce Jones (pr4021@dadeschools.net)

9/20/21-10/11/21 - Conduct monthly data chats to review data from bi-weekly assessments, topic assessments, and Intervention progress monitoring assessments.

Person Responsible	Joyce Jones (pr4021@dadeschools.net)

9/3/21-10/11/21- On a weekly basis, coaches will outline and implement of differentiated instruction on Wednesdays (DIW) in grades K through 5. The evidence will consist of an outline of effective DI such as rotation schedule, DI lesson plans, DI groups, resources, data tracking. This will increase students' achievements.

Person Responsible	Joyce Jones (pr4021@dadeschools.net)

9/3/21-10/11/21 - Coaches will facilitate collaborative planning biweekly and disseminate the information for effective Differentiate Instruction (DI) in grades K through 5. This evidence will be the DI outline, samples and resources in reading and math. During DI students are able to perform at his/her level.

Person Responsible	Sharisse Willisams (shawilliams@dadeschools.net)

9/3/21-10/11/21-The teachers will effectively plan biweekly for DI using current student data. The students response to DI intervention, students intervention data tracker. This will increase students' achievements.

Person Responsible Ejeanne Pierre (ejpierre@dadeschools.net)

9/3/21-12/11/21- The teachers will continue to identify and modify biweekly implementation of DI steps that addresses sustaining and improving essential practices based on students' performance. This will increase students' performance.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

11/1/21- 12/21/21 - Teachers will utilize learning centers and focus on Think Pair Share strategies and provides explicit criteria on how students in grades K-5 can be successful.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

11/1/21-12/21/21 - Teachers in grades K-5 will create and develop learning goals and identify there purposes in order to maintain students' achievements.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

01/31/22-04/29/22 - Differentiated Instructions will continue to be used with fidelity using various resources based on students' need. Teachers will continue to utilize learning centers and focus on Think Pair Share strategies and provides explicit criteria on how students in grades K-5 can be successful.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

01/31/22-04/29/22 - On a weekly basis, coaches will continue to outline and implement of differentiated instruction on Wednesdays (DIW) in grades K through 5. The evidence will consist of an outline of effective DI such as rotation schedule, DI lesson plans, DI groups, resources, data tracking. This will increase students' overall achievements.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the number of student referrals submitted to the school counselor and Request For Assistance to the MTSS team from teachers relative to students' social and emotional learning and well-being, it has been identified that 40 percent of our student body is experiencing social emotional issues which impacts student learning.
Measurable Outcome:	The measurable outcome for this Area of Focus is for 20 percent or more of the students who have been referred for in-school counseling and/or outside mental health resources to receive the services, intervention and support needed to positively impact social emotional learning and student growth.
Monitoring:	This Area of Focus will be monitored by the level of growth or change in the student's behavior, academic progress and positive self image. Also, specific areas of growth or change will be determined in the student's ability to express, manage, and establish positive and rewarding relationships with others.
Person responsible for monitoring outcome:	Falicie Dirosier (282379@dadeschools.net)
Evidence-based Strategy:	The District's Values Matter Initiative and the Social and Emotional Learning (SEL) framework will be used to for this Area of Focus. The SEL framework will focus on helping the student manage his/her emotions and behavior to achieve his/her goal; helping the student recognize his/her emotions, values as well as his/her strengths and challenges; helping the student make responsible decisions that supports ethical and constructive choices about his/her personal and social behavior; helping the student build his/her relationship skills that help to form positive relationships with others while working in teams, helping the student deal effectively with conflict; and helping the student be social awareness to support his/her understanding and empathy for others.
Rationale for Evidence-based Strategy:	Building a positive school culture and learning environment that meet the needs of all students, it is extremely important in building and sustaining the capacity of teaching and learning. The District's Strategic Plan, Pilar II, Objective 2 supports our rationale and evidence-based strategy for this Area of Focus. Promoting the physical, emotional and mental health of our students within and beyond the school campus is our intent. Providing the necessary support to promote the student's access and engagement in the learning environment is our priority. Our goal is to align with the District's objective and increase the number of community programs and resources that provide wellness and social emotional learning and support for the students at our school site by 25 percent or more.

Action Steps to Implement

8/31/21-12/17/21 The MTSS Team along with the school counselor and administration will work collaboratively to promote the Values Matter District Initiative and the Social Emotional Learning action steps to ensure the success of the Area of Focus. Monthly meetings with the Leadership Team, MTSS members and school counselor will be conducted to monitor the Social Emotional and Learning progress of the subgroup of students identified.

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

8/31/21-10/11/21 Collecting data in order to track the academic progress toward each specific goal established during monthly data chats and collaborative planning.

Person Responsible	Joyce Jones (pr4021@dadeschools.net)

8/31/21-10/11/21 Progress monitoring will be uniformed and consistent in order to track student social emotional learning goal(s) and academic progress.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

8/31/21-10/11/21 Conduct a student Social Emotional Learning Survey to determine the level of growth and/or change in Self-Management, Social Awareness, Self Awareness, Relationship Skills, and Responsible Decision Making Skills.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

11/1/21-12/21/21 Implement a variety of learning and teaching styles to adjust the needs of student's level of growth and/or changes in Self-Management, Social Awareness and Childhood Socialization skills.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

11/1/21-12/21/21 - Group students according to their social emotional learning goals and academic progress to measure students' growth.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

01/31/22 - 04/29/22 - Implement a variety of learning and teaching styles to adjust the needs of student's level of growth and/or changes in Self-Management, Social Awareness and Childhood Socialization skills.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

01/31/22 - 04/29/22 - Continue to group students according to their social emotional learning goals and academic progress to measure students' growth.

Person Responsible Falicie Dirosier (282379@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on data from the School Climate survey and reviewing the SIP survey, we have decided to focus on Managing Accountability Systems. Teachers on some level feel that students do not come prepared academically to their class. Also, the consistency and effectiveness in which student data is tracked to adjust instruction can be improved. This will have a positive impact on student preparedness. As a result, we want to better streamline the accountability systems currently in place to help with closing the achievement gap and learning loss due to these unprecedented times.
Measurable Outcome:	With more streamlined and effective accountability systems, teachers will be able to ascertain more insight on the knowledge of learners and adjust instruction to identify uncovered weaknesses. The Leadership Team and teachers will work collaboratively to utilize data to better accommodate students' needs. The 2021-2022 School Climate survey should reflect a 10% increase in the percentage of teachers in agreement with the statement "Students come prepared academically to my class".
Monitoring:	The Leadership Team will meet monthly with grade levels to review and analyze data. With that, expectations and timelines will be set and adjustments will be made accordingly.
Person responsible for monitoring outcome:	Joyce Jones (pr4021@dadeschools.net)
Evidence-based Strategy:	We will focus on the evidenced-based strategy Managing Data Systems and Processes. This will allow all stakeholders to be clear about the data and set priorities and measurable goals. As a result, an increase in student progress will be evident.
Rationale for Evidence-based Strategy:	Improving management of data systems and processes will help to evaluate existing systems, amend if necessary and make decisions, such as where to target resources. Teachers will use the data to modify classroom instruction to fit the students' needs better.

Action Steps to Implement

9/20/21-10/11/21 - Monthly data chats with grade levels to disaggregate data and discuss students' needs. Teachers will also have the opportunity to brainstorm strategies to improve students' achievement.

Person Responsible	Joyce Jones (pr4021@dadeschools.net)

8/31/21-10/11/21 - Collaborative planning to help teachers better understand assessment results and ask questions to analyze strengths and weaknesses and monitor progress over time. Also, teachers can share best practices to improve students' achievement.

Person Responsible	Sharisse Willisams (shawilliams@dadeschools.net)

8/30/21-10/11/21 Collecting data in order to track the progress toward each specific goal established during monthly data chats and collaborative planning.

Person Responsible	Ejeanne Pierre (ejpierre@dadeschools.net)

8/31/21-10/11/21 - Progress monitoring will be uniformed and consistent in order to track student progress using bi-weekly and Topic assessments. This will help with adjusting instruction when needed.

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

11/1/21-12/21/21 - The leadership team will analyze data to determine learning objectives that focus on students achievement.

Person Responsible Joyce Jones (pr4021@dadeschools.net)

11/1/21-12/21/21 - The leadership team will discuss and review learning goals and it's purpose to determine students' understanding of academic content.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

01/31/22 - 04/29/22 - Progress monitoring will be uniformed and consistent in order to track student progress using bi-weekly and Topic assessments. This will help with adjusting instruction when needed.

Person Responsible Deborah Collins (dcollins@dadeschools.net)

01/31/22 - 04/29/22 - Collaborative planning to help teachers better understand assessment results and ask questions to analyze strengths and weaknesses and monitor progress over time. Also, teachers can share best practices to improve students' achievement.

Person Responsible Sharisse Willisams (shawilliams@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	After analyzing the 2020-2021 Spring i-Ready AP3 report, the data revealed that in Grades K-5, 52% of the students were below level 3 in Reading.
Measurable Outcome:	As a result of the effective teacher delivery of instruction, students in grades K-5 whose AP1 i-Ready placement is Tier 1 will increase their grade level placement by 20 points or more on i-Ready AP2 assessment. Students in grades K-5 whose AP1 i-Ready placement is Tier 3 will decrease their grade level placement by 25 points or more on i-Ready AP2.
Monitoring:	Closely monitoring the i-Reading Instructional Pathway passing rate and minutes weekly for all students in grade K-5 will be one Area of Focus used to monitor the success of the desired outcome. Additionally, the students' bi-weekly reading assessments and topic assessments will also be an Area of Focus to monitor to ensure the desired outcome.
Person responsible for monitoring outcome:	Deborah Collins (dcollins@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction and explicit instruction are the evidence-based strategies being implemented for this Area of Focus.
Rationale for Evidence-based Strategy:	Differentiated instruction and explicit instruction have been selected to meet the needs of all students in grade K-5. Adequate time on task and sufficient practice must be provided with each skills in order to ensure accurate and fluent learning, and mastery of the skills. Small group instruction in DI will ensure precise monitoring of the students academic progress.

Action Steps to Implement

8/30/21-10/11/21 - The leadership team consisting of the reading coach and administration will consistently provide positive corrective and feedback as student data is monitored and analyzed weekly.

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

9/13/21-10/11/21- Reading Coaches will model on a monthly basis lessons to selected teachers in grades K-5.

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

8/31/21-10/11/21 - Progress monitoring will be in place to track student progress using intervention assessments and checkpoint assessments to modify instruction when needed.

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

11/1/21 - 12/21/21 - Teachers will encourage independent reading and focus on building stamina in reading and writing to produce critical thinkers and life-long learners to meet the needs of ELA students

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

11/1/21-12/21/21 - Teachers will modify instructions, role play, use pre-reading and pre-writing strategies to meet the needs of ELA students.

Person Responsible	Deborah Collins (dcollins@dadeschools.net)

01/31/22 - 04/29/22 - Progress monitoring will be in place to track student progress using intervention assessments and checkpoint assessments to modify instruction when needed.

Person Responsible	Ejeanne Pierre (ejpierre@dadeschools.net)

01/31/22 - 04/29/22 - Teachers will encourage independent reading and focus on building stamina in reading and writing to produce critical thinkers and life-long learners to meet the needs of ELA students.

Person Responsible	Ejeanne Pierre (ejpierre@dadeschools.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.

Oak Grove Elementary School ranked #523 out of 1,395 elementary schools statewide. Our school ranked #61 out of 121 elementary schools in the country. Our school reported 0.4 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. Our school had no indoor suspensions and no outdoor suspensions during the 2020-2021 school year. We will continue to have our counselor provide the counseling groups sessions to our students and provide our families with the resources and support needed to support the social and emotional well-being of our students. This has helped to create a school culture where students feel safe and supported.

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.

We will continue to maintain a positive school culture and environment by celebrating the academic success of our students on a monthly basis with individual and classroom incentives as well as acknowledging students and classrooms on the morning announcements. We will also provide our teachers and students with instant and positive feedback after classroom walk-throughs using various forms of communication. Each month we will highlight staff attendance by spotlighting employees with no tardies and no absences.

Teachers will continue to foster and maintain a positive and safe learning environment that promotes learning and collaborative work among all students. Our school counselor will continue to meet with students on a weekly basis to discuss school and personal problems and provide them with the resources and the emotional support they need to be successful in school. Our counselor will promote and highlight "Values Matter" daily on the morning announcements and continue to implement the our school's Perfect Attendance Poster incentive for homeroom classes. This incentive will promote school spirit and stress the importance of daily school attendance. The administrators, teachers and counselor as well as support staff will consistently involve parents in school activities, events and meetings to ensure that they are informed and a part of the teaching and learning process at our school.

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

Mrs. Jones, Principal, and Dr. Collins, Assistant Principal, will conduct classroom walk-throughs and provide positive and constructive feedback, promote, highlight and celebrate teachers and students' academic success. During faculty meetings each month, the administration will also highlight teachers with perfect attendance. Mrs. Pierre, Reading Coach, Ms. Ashe, Reading Coach and Mrs. Williams, Math Coach, along with the administration, will conduct collaborative planning sessions that will support teachers in fostering and maintaining a positive teaching and learning environment. Mrs. Dirosier, School Counselor, will implement the District's Values Matter program and implement our Perfect Attendance Poster incentive. All stakeholders on the leadership team, support staff as well as classroom teachers will be involved with engaging parents in activities, events and meetings sponsored by our school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$61,065.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			4021 - Oak Grove Elementary School	Title, I Part A		$61,065.00
			Notes: Math coach will plan and provide modeling, coaching, planning, or observing with instructional staff using effective math strategies on a weekly basic. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, and math interventions.			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$7,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			4021 - Oak Grove Elementary School	Title, I Part A		$7,875.00
			Notes: Community Involvement Specialist will assist school-site and district/region office personnel in planning, implementing administering educational support programs and special projects. Act as liaison between the district, ACCESS Center, school home and community to promote educational support programs. Assist in conducting parent education workshops, and promotional presentations.			
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				$27,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			4021 - Oak Grove Elementary School	Title, I Part A		$27,200.00

		Notes: Interventionist will provide individual or small group instructions to students who are struggling academically. Monitor, report, and communicate students progress and performance. Work with teachers to design methods of learning that are most appropriate for each child.	
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
		Total:	**$96,140.00**