

Hillsborough County Public Schools

Oak Park Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	26
Budget to Support Goals	26

Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Ryan Moody

Start Date for this Principal: 7/1/2018

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	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: F (27%) 2017-18: F (31%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	26

Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

[no web address on file]

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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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<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.

Everyone learns every day.

Provide the school's vision statement.

Preparing Students for Life

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
Moody, Ryan	Principal	Supervisor of all day to day processes on campus. He is also the lead instructional specialist, runs the budget, and gives all final evaluations on teachers and staff.
Cochol, Ashley	Assistant Principal	Assessment coordinator, head of student service teams, data coordinator. Mrs. Cochol is also the lead for Math instruction, feedback, professional development, and schoolwide data.
Lavey, Alysha	Teacher, K-12	SAC Chair
Jaime, Melanie	Math Coach	Intermediate Math - Planning, data chats, Content PLCs, and student intervention groups
Snapp, Cindy	Math Coach	Primary Math - Planning, data chats, content PLCs, student intervention groups. Tracks schoolwide iReady usage, Family Engagement
Hall, Kirby	Other	Oversees all ESE activities, PD for ESE, paperwork compliance, MTSS
Amabile, Melody	Other	Schoolwide Behavior and MTSS facilitation

Demographic Information

Principal start date

Sunday 7/1/2018, Ryan Moody

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.*

0

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.*

3

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

469

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

29

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

13

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	66	53	54	79	71	68	0	0	0	0	0	0	0	391
Attendance below 90 percent	31	24	26	46	28	24	0	0	0	0	0	0	0	179
One or more suspensions	0	1	0	3	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	2	1	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	1	0	2	13	19	16	0	0	0	0	0	0	0	51
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 12/2/2021

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	81	83	74	90	77	73	0	0	0	0	0	0	0	478
Attendance below 90 percent	12	31	14	9	19	9	0	0	0	0	0	0	0	94
One or more suspensions	0	1	7	15	12	12	0	0	0	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	18	25	23	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide Math assessment	0	0	0	18	25	23	0	0	0	0	0	0	0	66

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	2	0	5	5	0	0	0	0	0	0	0	12

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	3	0	25	34	3	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	7	3	0	0	0	0	0	0	0	10

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	81	83	74	90	77	73	0	0	0	0	0	0	0	478
Attendance below 90 percent	12	31	14	9	19	9	0	0	0	0	0	0	0	94
One or more suspensions	0	1	7	15	12	12	0	0	0	0	0	0	0	47
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	18	25	23	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide Math assessment	0	0	0	18	25	23	0	0	0	0	0	0	0	66

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	2	0	5	5	0	0	0	0	0	0	0	12

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	3	0	25	34	3	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	7	3	0	0	0	0	0	0	0	10

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				24%	52%	57%	24%	52%	56%
ELA Learning Gains				43%	55%	58%	41%	52%	55%
ELA Lowest 25th Percentile				38%	50%	53%	51%	46%	48%
Math Achievement				20%	54%	63%	20%	55%	62%
Math Learning Gains				25%	57%	62%	34%	57%	59%
Math Lowest 25th Percentile				11%	46%	51%	34%	44%	47%
Science Achievement				30%	50%	53%	15%	51%	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	19%	52%	-33%	58%	-39%
Cohort Comparison						
04	2021					
	2019	23%	55%	-32%	58%	-35%
Cohort Comparison		-19%				
05	2021					
	2019	24%	54%	-30%	56%	-32%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	20%	54%	-34%	62%	-42%
Cohort Comparison						
04	2021					
	2019	13%	57%	-44%	64%	-51%
Cohort Comparison		-20%				
05	2021					
	2019	15%	54%	-39%	60%	-45%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	51%	-25%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady data is used for both Reading and Math. There is a Spring, Winter mid year, and a Fall assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58/8%	57/21%	60/38%
	Economically Disadvantaged	58/8%	57/21%	60/38%
	Students With Disabilities	5/0%	5/0%	4/25%
	English Language Learners	5/20%	5/20%	5/40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59/3%	57/23%	61/44%
	Economically Disadvantaged	59/3%	57/23%	61/44%
	Students With Disabilities	5/0%	4/25%	4/25%
	English Language Learners	5/0%	5/20%	5/40%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68/7%	62/16%	65/31%
	Economically Disadvantaged	68/7%	62/16%	65/31%
	Students With Disabilities	8/0%	7/0%	7/0%
	English Language Learners	4/0%	4/25%	4/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68/1%	62/14%	65/25%
	Economically Disadvantaged	68/1%	62/14%	65/25%
	Students With Disabilities	9/0%	7/0%	7/29%
	English Language Learners	4/0%	4/0%	4/25%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69/13%	65/24%	68/44%
	Economically Disadvantaged	69/13%	65/24%	68/44%
	Students With Disabilities	23/0%	19/0%	19/37%
	English Language Learners	2/0%	2/0%	2/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69/1%	63/14%	67/35%
	Economically Disadvantaged	69/1%	63/14%	67/35%
	Students With Disabilities	21/0%	18/6%	20/35%
	English Language Learners	2/0%	2/0%	2/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64/11%	66/20%	64/26%
	Economically Disadvantaged	64/11%	66/20%	64/26%
	Students With Disabilities	10/0%	10/0%	8/0%
	English Language Learners	3/0%	4/25%	4/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65/7%	65/11%	65/38%
	Economically Disadvantaged	65/7%	65/11%	65/38%
	Students With Disabilities	10/0%	9/0%	9/22%
	English Language Learners	4/0%	4/0%	4/25%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/11%	67/16%	68/39%
	Economically Disadvantaged	70/11%	67/16%	68/39%
	Students With Disabilities	11/0%	8/13%	9/33%
	English Language Learners	7/0%	7/0%	7/43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/0%	67/9%	70/47%
	Economically Disadvantaged	7/0%	67/9%	70/47%
	Students With Disabilities	11/0%	9/0%	11/27%
	English Language Learners	70/4%	7/14%	7/43%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	35%	30%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	24	56		50	69		42				
ELL	42	40		50	60						
BLK	21	58	75	43	76	71	27				
HSP	38	50		43							
FRL	24	55	69	43	72	76	30				
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	7	28	23	12	14		9				
ELL	32	58		33	30						
BLK	20	37	30	16	21	10	21				
HSP	38	60		25	20						
MUL	29			33							

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
WHT	45			64							
FRL	23	43	38	19	25	11	30				
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	2	37	50	6	28	37	5				
ELL	21	27		17	20						
BLK	21	42	47	16	32	32	12				
HSP	16	42		19	26						
MUL	70			50							
WHT	50			58							
FRL	24	41	51	20	34	34	15				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
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	
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	53
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	44
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	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?

A larger % of students are making gains in all subject areas. The bottom quartile is performing higher than the grade level as a whole when looking at "gains."

Proficiency made a large jump in Math but stayed consistent in Reading and Science.

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

All subjects needed improvement. This includes proficiency, gains, and BQ.

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

Lack of certified teachers in all classes and teacher knowledge of grade specific standards.

The implementation of content PLCs that are held separate of grade level planning sessions.
Targeted interventions for all BQ students.

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

Math Proficiency more than doubled. Both gains and BQ gains increased dramatically.
These gains were also seen in Reading gains and BQ.

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

Targeted and focused small group instruction for all students, with an emphasis on ESSA subgroups including SWD, B, H, M, and ED. Consistent progress monitoring and data analysis to consistently improve instruction and immediately direct any needed interventions.

Weekly planning session with Resource coaches and separate content PLCs to ensure teacher knowledge while planning for student misunderstanding.

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

Continue:

Targeted and focused small group instruction for all students, with an emphasis on ESSA subgroups including SWD, B, H, M, and ED. Consistent progress monitoring and data analysis to consistently improve instruction and immediately direct any needed interventions.

Weekly planning session with Resource coaches and separate content PLCs to ensure teacher knowledge while planning for student misunderstanding.

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.

All PD is created by using current walkthrough data combined with student progress monitoring data. These data points are discussed at weekly Leadership meetings. A portion of the data analysis tracks the progress of students in each ESSA subgroup with an emphasis on SWD, B, H, M, and ED. The PD sessions are grade level specific and given by Resource, Admin, or teacher leaders. Differentiated PD will always be used in order to value teacher time and maximize teacher development while targeting current needs of students in all ESSA subgroups.

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

Robust teacher support systems that include onsite PD/support from admin and Resource along with the Transformational team. Teacher support efforts are also assisted by MGT, the external operator. These partners develop short and long term PD along with daily in the moment coaching to ensure strong teacher instruction and further their instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus	Instructional Priority: Teachers will leverage data to plan for and implement small group instruction using appropriate strategies to accelerate learning of on grade level content.
Description and Rationale:	Rationale: In 2019 only 24% of students were proficient in Reading, 20% in math and 30% in science. Furthermore, In 2019, only 43% of students made gains in Reading and 23% made gains in math. It is evident that small group instruction is needed to provide access to and acceleration of grade level content.
Measurable Outcome:	<p>In 2022 30% of students will be proficient in reading, 48% will be proficient in math and 45% in science.</p> <p>60% of students will make learning gains in Reading and 76% in Math. In addition, 72% of the lowest 25 will make learning gains in reading and 79% in math. This will result in a 59% which is a school grade of a B.</p> <p>Classroom walkthroughs conducted by Administration and Coaches will be used to monitor implementation and teacher's effective use of small group instruction.</p> <p>District and school-based common assessments, to include i-Ready and curriculum-aligned monthly and quarterly assessments will be monitored and actions plans will be created based on students needs for reteach and acceleration opportunities.</p>
Monitoring:	<p>Instructional practices will be monitored during the weekly Academic Leadership Meeting with coaches and administrators. The team will discuss planning notes, teacher tiers data from administrative walkthroughs focused on small group instruction and acceleration of grade level content.</p> <p>Based on learning walks, weekly observation and feedback cycles will happen for core content teachers with 90% or better effectively implementing small group instruction using on grade level materials and content.</p> <p>Look-fors will be determined based on the 4 Principals of Effective Instruction Rubric in the category of Academic Ownership and Rigorous Instruction.</p>
Person responsible for monitoring outcome:	Ryan Moody (ryan.moody@hcps.net)
Evidence-based Strategy:	<p>Coaches and teachers will use student achievement data (formal and informal), student work samples with on grade level standards aligned task in order to determine effective scaffolding strategies.</p> <ol style="list-style-type: none"> 1. Use of data (formal and informal) to plan for and provide small group instruction in reading, math and science 2. Use of data (formal and informal) to provide scaffolded strategies during core and small group for accelerated learning.
Rationale for Evidence-based Strategy:	Based on Hattie's research small group instruction has an effect size on student achievement of .47, scaffolding grade level content has an effect size of .82, and acceleration strategies has an effect size of .68. These strategies will support the development of high-quality, small group instruction and deepen teachers' understanding of

grade level content and standards. This will ensure students receive instruction aligned to the expectations of grade level standards while scaffolded to meet the individual needs.

Action Steps to Implement

Targeted classroom walkthroughs by administration and coaches will be conducted weekly during small group instruction to provide in-the-moment coaching and actionable feedback to improve instructional practice.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Administrators, coaches and external operator personnel will meet weekly to review walkthrough data, plan for teacher planning sessions and coaching cycles, and determine next steps for professional development opportunities. During this meeting, all parties will discuss and monitor the progress of the ESSA subgroups (B, SWD, H, M, ED).

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Coaches will facilitate weekly grade level PLCs to build teacher knowledge of grade level content and expectations in reading, math and science. Teachers will learn strategies to scaffold grade level content during small group instruction so students in all of the ESSA subgroups (B, SWD, H, M, ED) receive appropriate strategies and supports, including accommodations and modifications where appropriate, to engage with rigorous work. Grade level PLCs will be scheduled in the master schedule to provide teachers with an hour of PLC time during the day.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Coaches will facilitate weekly grade level planning sessions after school (additional planning time) to plan for small group instruction for ESSA subgroups (B, SWD, H, M, ED) in reading, math and science. This additional planning time will allow coaches and teachers to plan lessons that align with the standards for the grade or addressing specific skill deficiencies that hold them back from doing grade-level work. Small group lessons will include questions and tasks that provide opportunities for students to respond to and build on one another's thinking throughout the lesson to deepen their understanding of the content. The questions, tasks, or assessments planned during this planning time will yield data that allow the teacher to assess students' progress toward learning outcomes aligned to grade-level standards and provides for further lesson adjustments.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Coaches will conduct frequent coaching cycles with teachers to improve quality and effectiveness of instruction in small group, scaffolding strategies and acceleration of grade level content. The frequency and focus of coaching cycles will be based on tiering of teachers and walkthrough data. These coaching plans will be developed during weekly academic leadership meetings mentioned in previous action step.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Administrators and coaches will provide teachers with job-embedded professional development opportunities to improve the quality of small group instruction, scaffolding strategies and acceleration of grade level content. Opportunities include Tuesday trainings, learning walks, and additional training on Saturday. Topics for professional development include but are not limited to: higher order questioning and discussion practices, scaffolding strategies, and making learning visible, as well as other district provided professional development. Following PD sessions, teachers will work with coaches for safe practice and will provide coaching on implementation. Administrators and coaches will then conduct walkthroughs to determine next steps.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Administrators and coaches will facilitate monthly Data Dives with the data from district monthly assessments. During these Data Dives administrators, coaches and teachers will collaborate to analyze student work, determine misconceptions and plan for adjustments to small group instruction. Attention will be focused on the progress of students in the ESSA subgroups (B, SWD, H, M, ED)

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Teachers will utilize a balanced literacy program (EL Curriculum) to implement during whole group and small group instruction. This will allow teachers to provide rigorous content during small group instruction while appropriately scaffolding to meet student needs.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Administrators, coaches and teachers will individually set goals with students. This will increase student ownership of data and engagement in the instruction.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Teachers will use manipulatives to provide hands-on practice with grade level content during small group instruction.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Teachers will provide students with classroom libraries to choose independent reading books from. This will allow students to independently practice reading skills learned during small group instruction.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus****Description****and Rationale:**

Teachers will implement community circles daily to establish a safe and welcoming culture of learning. All faculty, staff and students will participate in a house system to engage in a school wide culture of high expectations and collaboration.

Rationale:

>99% Free and Reduced Lunch

Our school boundaries include 6 hotel/motel, 2 domestic violence shelters, and 1 drug/alcohol rehab facility. Our students come to school having experienced varying levels of trauma without strategies for managing and coping.

Measurable Outcome:

Students with one or more suspension will decrease from 6% to 4%.

Monitoring:

The RTI-B Resource teacher will meet weekly with the Student Services team to analyze behavior data from Kickboard and Behavior Tracker.

Person responsible for monitoring outcome:

Ryan Moody (ryan.moody@hcps.net)

Evidence-based Strategy:

1. Proactive Talking Circles during Morning Meeting
2. Positive Behavior Support through Kickboard and House system

Rationale for Evidence-based Strategy:

According to Eric Jensen, students in poverty who have experienced trauma thrive in systems that provide consistent and reliable structures. He also states that students must be taught how to interact and cope to achieve success.

Action Steps to Implement

During preplanning, RTI-B Resource teacher and administrators will provide teachers with professional development on using restorative practices and community circles during morning meeting. Community circles will all follow a consistent structure of: Opening/Check-In, Agreements, Talking Piece, Discussion Rounds, Check Out, Closing. Teachers will hold daily Community Circles with class to establish safe and respectful environment. During this time teachers will be able to proactively address behaviors, anxieties and stressors that students bring with them to school. The Social Services Team will oversee the grade level SEL lessons and assist the teachers as needed. They will be assigned as follows: K-1: Social Worker; 2-3: Psychologist; 4-5: Rtl Interventionist. The Guidance Counselor will oversee and assist all grade levels/Social Services Team to ensure that SEL lessons are effective.

Person Responsible

Ryan Moody (ryan.moody@hcps.net)

Teachers will positively reinforce individual student behavior by rewarding students with Kickboard dollars. Students will earn Kickboard dollars to spend weekly, monthly and quarterly.

Weekly: Students can purchase items from the teacher.

Monthly: Students can purchase items/activities from Rtl Interventionist.

Quarterly: Students can purchase entry to the Scholar Dollar Event.

Person Responsible

Ashley Cochol (ashley.cochol@hcps.net)

All Oak Park teachers, admin, students and faculty will be randomly assigned to a House (Amitye, Altruismo, Reveur, and Isibindi). Teachers will positively reinforce positive behavior, attendance and encourage collaboration and camaraderie by rewarding students with House Points. Students will earn points for their designated house. Students will be randomly assigned a house. The houses will then

compete together to earn the most points. Monthly, students will participate in activities with their house to build understanding of the heritage and character traits assigned to their house: Haitian/Friendship, Portuguese/Altruism, French/Dreamers, and South African/Courage.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Administration / Social Services Team will assign students with time in the Lion's Den. Students should be assigned work from the classroom teacher to complete during their stay in the Lion's Den. In addition to their classwork, the Assistant Teacher will work with students on SEL components. While in the Lion's Den, the student will participate in a schedule that will include time to reflect and /or complete a reflection piece; they will have academic time to complete reading/math and at some point in the day they will meet with their assigned Student Service Member to plan for how to re-enter the classroom successfully.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus	In 2019 only 24% of students were proficient in Reading. Furthermore, In 2019, only 43% of students made gains in Reading. It is evident that small group instruction is needed to provide access to and acceleration of grade level content.
Description and Rationale:	
Measurable Outcome:	In 2022 30% of students will be proficient in reading. 60% of students will make learning gains in Reading and 72% of the lowest 25 will make learning gains in reading.
Monitoring:	Classroom walkthroughs conducted by Administration and Coaches will be used to monitor implementation and teacher's effective use of small group instruction. Actionable feedback will be given on Microsoft Forms.
Person responsible for monitoring outcome:	Ryan Moody (ryan.moody@hcps.net)
Evidence-based Strategy:	Small Group Instruction
Rationale for Evidence-based Strategy:	Based on Hattie's research small group instruction has an effect size on student achievement of .47, scaffolding grade level content has an effect size of .82, and acceleration strategies has an effect size of .68. These strategies will support the development of high-quality, small group instruction and deepen teachers' understanding of grade level content and standards. This will ensure students receive instruction aligned to the expectations of grade level standards while scaffolded to meet the individual needs.

Action Steps to Implement

Targeted classroom walkthroughs by administration and coaches will be conducted weekly during small group instruction to provide in-the-moment coaching and actionable feedback to improve instructional practice.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Administrators, coaches and external operator personnel will meet weekly to review walkthrough data, plan for teacher planning sessions and coaching cycles, and determine next steps for professional development opportunities.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Coaches and External Operator will facilitate weekly grade level PLCs to build teacher knowledge of grade level content and expectations in ELA. Teachers will learn strategies to scaffold grade level content during small group instruction so students receive appropriate strategies and supports, including accommodations and modifications where appropriate, to engage with rigorous work. Grade level PLCs will be scheduled in the master schedule to provide teachers with an hour of PLC time during the day.

Person Responsible Ashley Cochol (ashley.cochol@hcps.net)

Coaches and External Operator will facilitate weekly grade level planning sessions after school (additional planning time) to plan for small group instruction in ELA. This additional planning time will allow coaches and teachers to plan lessons that align with the standards for the grade or addressing specific skill deficiencies that hold them back from doing grade-level work. Small group lessons will include questions and tasks that provide opportunities for students to respond to and build on one another's thinking

throughout the lesson to deepen their understanding of the content. The questions, tasks, or assessments planned during this planning time will yield data that allow the teacher to assess students' progress toward learning outcomes aligned to grade-level standards and provides for further lesson adjustments. The lesson plans will also include opportunity for teachers to deliberately check for understanding throughout the lesson and adapt the lesson according to student understanding.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Teachers will utilize a balanced literacy program (EL Curriculum) to implement during whole group and small group instruction. This will allow teachers to provide rigorous content during small group instruction while appropriately scaffolding to meet student needs.

Person Responsible Ryan Moody (ryan.moody@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.org/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.

According to SafeSchoolsforAlex.org, Oak Park is ranked in the "very high" category with 11.6 suspensions per 100 students. The primary area of concern is violent events (physical attack and fighting). The RTI-B Interventionist, administrators and a committee of teachers created the following plan:

Oak Park Points of Pride: Be Respectful, Be Responsible, Be Safe

Community Circles: Teachers will hold daily Community Circles with class to establish safe and respectful environment. During this time teachers will be able to proactively address behaviors, anxieties and stressors that students bring with them to school. The Social Services Team will oversee the grade level SEL lessons and assist the teachers as needed. They will be assigned as follows: K-1: Social Worker; 2-3: Psychologist; 4-5: Rtl Interventionist. The Guidance Counselor will oversee and assist all grade levels/Social Services Team to ensure that SEL lessons are effective.

Managing Classroom Procedures: All classrooms must have a system for proactive classroom management. If a teacher does not have a system that works for them, they must utilize CHAMPS. Teachers will be responsible for teaching the CHAMPS expectations for all school common areas.

Social Skills Groups: Rtl Interventionist will pull small groups of students to work on proactive social skills which will be held in the Lion's Den.

Student Incentive Program

Scholar Dollars through Kickboard: Students will automatically receive \$25 at the beginning of each week. They will then have opportunities to earn additional scholar dollars in the classroom, hallway, and lunchroom and at specials.

Scholar Dollar Spending

Weekly: Students can purchase items from the teacher.

Monthly: Students can purchase items/activities from Rtl Interventionist.

Quarterly: Students can purchase entry to the Scholar Dollar Event. Students with Perfect Citizenship on their Report Cards will earn VIP entry to the event.

Positive Post Cards: Teachers will have the opportunity to send home positive post cards to recognize students who are exemplifying the three Points of Pride. Teachers will get 30 minutes of comp time per 5 cards they complete.

Discipline Procedures: Teachers were trained on what is teacher managed vs office managed. Discipline Action Steps

Classroom Action Steps: Verbal Warning, Kickboard Infraction, In class Cool Down, Out of Class Reflection (in suite-mate's classroom), Call Home, Behavior Tracker, Referral to Social Services Team member assigned. (Social Services Team will be assigned to grade levels to address behavior issues as needed. The Social services Team members are assigned as follows: K-1: School Counselor; 2-3: Social Worker; 4-5: Rtl Interventionist; K-5 Access: ESE Specialist This team will determine what further action is needed to assist the student and will follow through accordingly. Referral to Administration

MTSS- Behavior Intervention

Tier 2 and 3 behavior students will be identified using data from Kickboard and EdConnect.

Teachers will meet with behavior specialist to develop a MTSS-Behavior Intervention plan for

students.

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.

High expectations for all stakeholders will be established at the beginning of the year. Daily, stakeholders will be reminded of these expectations and will be celebrated for reaching them. Daily, all staff members and students will participate in morning meeting to build trust and establish a safe environment for learning. The principal will meet with stakeholders (parents, partners, community members) monthly to discuss issues and concerns along with share the school's progress toward meeting the needs of all students. These meetings will to be informal with an open forum to build valued partnerships will all stakeholders. In addition, all students and faculty will be sorted in to houses. Participation in the house program will build camaraderie and engagement.

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

Administration- establish high expectations and support teachers, families and students in meeting them.
 Leadership (coaches and student services)- support teachers and students
 Parents- support students and have open lines of communication with teachers and administration
 Partners- provide the supports needed

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$198,463.32
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	1.0	\$57,751.14
			<i>Notes: *Math Resource Teacher will assist in the development of professional development on; development of pedagogical knowledge to deliver math instruction at a conceptual level and deepen teachers understanding of mathematical teaching practices and planning processes that support high quality math instruction. The math coach will facilitate planning sessions that support the development of high quality lesson plans, deepen teachers understanding around content and best practices, and infuse technology weekly. The Math coaches will plan data chats and weekly content trainings in addition to planning sessions which will be held once every 3 weeks with a rotating Thursday morning schedule. These meetings are to ensure content mastery by teachers to then be able to plan more effective</i>			

			<i>lessons with their team and coach. The data will be utilized to plan instructional adjustments and student interventions.</i>			
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG		\$6,248.67
			<i>Notes: *Math Resource Teacher-Retirement (10.82%)</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$3,580.57
			<i>Notes: *Math Resource Teacher-FICA (6.2%)</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$837.39
			<i>Notes: *Math Resource Teacher-Medicare (1.45%)</i>			
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG		\$10,972.72
			<i>Notes: *Math Resource Teacher-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$294.53
			<i>Notes: *Math Resource Teacher-Workers Comp (.51%)</i>			
	5100	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG	0.5	\$24,623.10
			<i>Notes: *Science Resource Teacher will provide support in science with planning standards-based science instruction and STEAM/STEM activities. The Science Resource Teacher will also pull students in small groups based on common grade-level assessments, district assessments, and teacher-designed assessments to meet the needs of students, especially focused on the following subgroups: black, multi-racial, and SWD/ESE.</i>			
	5100	210-Retirement	3201 - Oak Park Elementary School	UniSIG		\$2,664.22
			<i>Notes: Science Resource Teacher-Retirement (10.82%)</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$1,526.63
			<i>Notes: *Science Resource Teacher-FICA (6.2%)</i>			
	5100	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$357.03
			<i>Notes: *Science Resource Teacher-Medicare (1.45%)</i>			
	5100	230-Group Insurance	3201 - Oak Park Elementary School	UniSIG		\$4,678.39
			<i>Notes: *Science Resource Teacher-Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$125.58
			<i>Notes: *Science Resource Teacher-Workers Comp (.51%)</i>			
	6300	120-Classroom Teachers	3201 - Oak Park Elementary School	UniSIG		\$38,853.21
			<i>Notes: Instructional Duties - All instructional staff members (30) will have a designated 1 hours each week for 35 weeks to plan with instructional resource teachers and coaches at an estimated rate of \$36.00. During their planning time, they will plan for standards aligned lessons to be highly engaged and meet the needs of all learners.</i>			

	6300	210-Retirement	3201 - Oak Park Elementary School	UniSIG		\$4,203.92
			<i>Notes: Instructional Duties Added-Retirement (10.82%)</i>			
	6300	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$2,408.90
			<i>Notes: Instructional Duties Added-FICA (6.2%)</i>			
	6300	220-Social Security	3201 - Oak Park Elementary School	UniSIG		\$563.37
			<i>Notes: Instructional Duties Added -Medicare (1.45%)</i>			
	6300	240-Workers Compensation	3201 - Oak Park Elementary School	UniSIG		\$198.15
			<i>Notes: Instructional Duties Added -Workers Comp (.51%)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	3201 - Oak Park Elementary School	UniSIG		\$8,376.00
			<i>Notes: Purchase 6 Newline display boards to be placed into 6 classrooms in grades 3-5. The display boards will enhance teaching in the classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3201 - Oak Park Elementary School	UniSIG		\$3,576.00
			<i>Notes: Purchase 6 Newline display stands to be placed into 6 classrooms in grades 3-5.</i>			
	5100	520-Textbooks	3201 - Oak Park Elementary School	UniSIG		\$3,360.34
			<i>Notes: Purchase classroom libraries for K-5 teachers and students. The materials will be used to support small group instructions for all students. The libraries will be comprised of 21-22 Sunshine State Young Readers. The school will purchase 10 sets for K-2 teachers at \$205 per set and 10 sets for 3rd-5th at \$124 per set.</i>			
	5100	510-Supplies	3201 - Oak Park Elementary School	UniSIG		\$6,640.20
			<i>Notes: To increase academic achievement in science, the school will purchase science materials for K-5 classrooms. The materials will include growing gators, weather watcher, thermometers, hand lens, forceps, tape measures, stop watches, scales, graduated cylinders, eye droppers, mirror, flashlights, solar race cars, five senses/sounds kits, sink and float kits, magnets, rocks, UV beads, owl pellets, tuning forks, batteries, bins.</i>			
	5100	510-Supplies	3201 - Oak Park Elementary School	UniSIG		\$7,114.50
			<i>Notes: To increase academic achievement in mathematics, the school will purchase math materials for K-5 classrooms. The materials will include base 10 hands on student packs, math manipulative toolbox, place value blocks, pattern blocks, magnetic counters, ten frames class set, fractions hands-on teaching kit, giant magnetic fraction circles and bars, magnetic coins, multiplication and division cards, geometric foam shapes, and decimal operation</i>			
	5100	510-Supplies	3201 - Oak Park Elementary School	UniSIG		\$9,508.76
			<i>Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00

Total:	\$208,050.00
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