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# Oak Grove Elementary School

6315 N ARMENIA AVE, Tampa, FL 33604

[ no web address on file ]

## Demographics

Principal: Jerry Franchino

Start Date for this Principal: 8/2/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (54%) 2018-19: C (53%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Oak Grove Elementary School

6315 N ARMENIA AVE, Tampa, FL 33604

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	C	C	C

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

In order to achieve our vision, we will work to nurture a caring environment, motivating staff and students to work as a community always in the pursuit of excellence.

**Provide the school's vision statement.**

For all students to excel to their highest potential in their pursuit of excellence.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Wilkins, Pamela	Principal	Analyze school-wide data both within the content and among grade level teams. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral and attendance domains.
Martell, Kim	Assistant Principal	Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral and attendance domains.
Coleman, Michelle	Instructional Coach	Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process at the intervention/enrichment (Tiers 2/3) levels. Analyze data to determine student needs.
Connell, Kimberly	Instructional Coach	Support the implementation of high quality instructional reading practices at the core and intervention level collaborating with teachers in planning, delivering and assessing using data driven instruction.
Fiedler, Yolanda	ELL Compliance Specialist	Ensure the delivery of services to and for English Language Learner students. Assist in instructional planning aimed at meeting the needs of ELL students.
Suits, Marissa	Instructional Coach	Support (through modeling, coaching and professional development opportunities) the implementation of high quality instructional reading practices at the core level by collaborating with teachers in planning, delivering and assessing using data driven instruction.
Musser, Stacy	Math Coach	Support (through modeling, coaching, and professional development opportunities) the implementation of high quality instructional math practices at the core level by collaborating with teachers in planning, delivering and assessing using data driven instruction.
Vanyur, Emily	Other	Ensure the delivery of services to and for Exceptional needs students. Assist in individualized plans to meet the needs of students.

**Demographic Information**

**Principal start date**

Tuesday 8/2/2022, Jerry Franchino

**Number of teachers with a 2022 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.*

2



**Number of teachers with a 2022 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.*

8

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

767

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

15

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

10

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	121	129	104	124	106	123	0	0	0	0	0	0	0	707
Attendance below 90 percent	1	52	34	36	28	39	0	0	0	0	0	0	0	190
One or more suspensions	0	2	2	0	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	40	0	0	0	0	0	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	27	25	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	27	30	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	0	0	11	11	24	0	0	0	0	0	0	0	46

**Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	4	9	0	0	0	0	0	0	0	0	16

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	1	13	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Tuesday 8/30/2022

**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	112	121	103	102	97	119	0	0	0	0	0	0	0	654
Attendance below 90 percent	1	27	25	30	19	29	0	0	0	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	31	0	0	0	0	0	0	0	0	0	31
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	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	1	13	24	30	12	20	0	0	0	0	0	0	0	100

**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	5	8	0	0	0	0	0	0	0	0	13

**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	1	0	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	121	103	102	97	119	0	0	0	0	0	0	0	654
Attendance below 90 percent	1	27	25	30	19	29	0	0	0	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	31	0	0	0	0	0	0	0	0	0	31
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	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	1	13	24	30	12	20	0	0	0	0	0	0	0	100

**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	5	8	0	0	0	0	0	0	0	0	13

**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	1	0	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	53%	56%				47%	52%	57%
ELA Learning Gains	60%						55%	55%	58%
ELA Lowest 25th Percentile	44%						53%	50%	53%
Math Achievement	52%	50%	50%				61%	54%	63%
Math Learning Gains	75%						60%	57%	62%
Math Lowest 25th Percentile	64%						54%	46%	51%
Science Achievement	41%	59%	59%				38%	50%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	52%	-11%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	46%	55%	-9%	58%	-12%
Cohort Comparison		-41%				
05	2022					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	63%	57%	6%	64%	-1%
Cohort Comparison		-56%				
05	2022					
	2019	46%	54%	-8%	60%	-14%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	51%	-17%	53%	-19%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	15	46	38	26	65	62	16				
ELL	43	62	52	58	76	60	37				
BLK	39	58		27	78		15				
HSP	43	58	41	55	71	59	42				
WHT	49	62		62	88						
FRL	43	59	40	52	75	67	38				
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	14	8	31	34	20	33				
ELL	40	32	44	47	52	28	38				
BLK	31			23							
HSP	43	34	36	46	46	24	33				
MUL	36			45							
WHT	43	33		39	36		33				
FRL	41	35	35	41	43	20	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
SWD	33	50	44	49	56	46	17				
ELL	40	55	57	59	62	58	28				
BLK	36	43	33	42	46	42	20				
HSP	46	54	57	64	62	55	35				
MUL	27			64							
WHT	69	78		63	60		75				
FRL	46	54	50	60	58	52	35				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

All grade levels and all contents showed an increase in scores on and I-ready diagnostics.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

ELA proficiency and SWD are the greatest need for improvement.

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

Although our ELA proficiency scores showed an increase, our reading scores are still the smallest amount of gains. Our students with Disabilities had a decrease in proficiency despite great learning gains and bottom quartile scores.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Our math proficiency and gain scores had the largest increases.

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

Teachers had access to common planning time with the math coach in order to plan high quality lessons. The increase in rigor and quality of lessons equate to our subgroups showing an increase in math scores for all groups except SWD.

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

Teachers will need to continue to analyze and utilize data to plan for small group instruction and ensuring the learning needs of all students are being addressed.

**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.**

Teachers will participate in PLC meetings focused on student data and planning for small groups. Teachers have access to academic coaches at all planning sessions instead of a rotating schedule.

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

Our reading resource teacher will aid with small group ELA instruction with targeted students to fill in the gaps and increase overall proficiency.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Through our focus on small group instruction last year, we were able to make gains in all grades and all content areas. It is important for teachers to continue to differentiate their instruction in an effort to fill gaps in learning, give additional opportunities for practice and accelerate students learning to achieve proficiency within content.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

SWD ELA achievement will increase from 15% to 30%  
 SWD Math achievement will increase from 26% to 40%  
 Bottom Quartile ELA will increase from 32% to 50%  
 Bottom Quartile Math will increase from 20% to 40%

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Engage in classroom walkthroughs to collect data on small group instruction. Analyze walkthrough data and collaborate to determine plan for next steps.

**Person responsible for monitoring outcome:**

Pamela Wilkins (pamela.wilkins@hcps.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

We will ensure students are receiving rigorous and relevant small group instruction by differentiating instruction to support all learners and maximize student engagement and academic achievement.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using these strategies will promote professional growth and help implement best practices in instruction to support all learners.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional coaches, RTI resource and ESE will help teachers strategically group students and find independent work that is differentiated as needed and students can be held accountable for their learning through individual coaching, professional development and planning sessions.

**Person Responsible**

Pamela Wilkins (pamela.wilkins@hcps.net)

Classroom walkthroughs will occur to collect data of differentiated instruction within small groups including deliberate checks for understanding, independent work that is differentiated to support all learners in reaching learning expectations (including SWD).

**Person Responsible**

Pamela Wilkins (pamela.wilkins@hcps.net)

Additional guidance and support will be given to teachers as needed to ensure SWD are receiving small group instruction that is rigorous, relevant and in line with achieving proficiency.

**Person Responsible**

Pamela Wilkins (pamela.wilkins@hcps.net)

Data chats, PLC meetings and PSLT meetings will be held regularly to monitor and analyze student data to drive their instruction and interventions.

**Person Responsible**

Pamela Wilkins (pamela.wilkins@hcps.net)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Teachers will work collaboratively in planning and analyzing data to make instructional decisions that benefit the foundational areas of Reading.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Teachers will work collaboratively in planning and analyzing data to make instructional decisions in the area of Reading.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

ELA proficiency shown by I-ready will increase from 61% to 70%

### Grades 3-5: Measureable Outcome(s)

ELA proficiency shown by state mandated assessment will increase from 44% to 50%

#### Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Engage in classroom walkthroughs to collect data to show evidence of collaborative planning. Analyze walkthrough data and use to determine a plan for next steps for support.

#### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wilkins, Pamela, [pamela.wilkins@hcps.net](mailto:pamela.wilkins@hcps.net)

#### Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will increase collaborative planning with instructional coaches and colleagues to improve depth of standards knowledge and ways to effectively integrate into content

#### Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Using these strategies will promote professional growth and help implement best practices in instruction by purposefully planning lessons to support our learners in Reading.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Adjust schedule to allow for reading coach to be available to attend all planning meetings to collaborate, assist and offer feedback and support to teachers while planning instruction.	Suits, Marissa, marissa.suits@hcps.net
Monthly PLC meetings to analyze student achievement data and utilize data to make instructional decisions based on the need of individual students.	Martell, Kim, kim.martell@hcps.net
Plan and implement a Professional Development session to aid teachers in a deep dive of the standards.	Wilkins, Pamela, pamelawilkins@hcps.net
Complete classroom walkthroughs to determine trends and areas where coaching may be needed.	Wilkins, Pamela, pamelawilkins@hcps.net

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Oak Grove elementary communicates with parents in both English and Spanish. We encourage parents, community members, volunteers to help at our school. We hold several family events throughout the school year to help our parents and community be involved.

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

Students from neighboring high schools and colleges tutor and mentor our students throughout the year. The organization Seniors and Service works daily with our primary classrooms. We encourage our parents

to be an active part of our school and their child's education. We have a community church that is supporting our schoolwide events this year and providing volunteers.