Oak Park Elementary School

2022-23 Schoolwide Improvement Plan

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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: 8/2/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: F (27%) 2017-18: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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Oak Park Elementary School

2716 N 46TH ST, Tampa, FL 33605

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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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.

Everyone learns every day.

Provide the school's vision statement.

Preparing Students for Life

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
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.
Lavey, Alysha	Reading Coach	SAC Chair
Amabile, Melody	Other	Schoolwide Behavior and MTSS facilitation
Hall, Kirby	Other	Oversees all ESE activities, PD for ESE, paperwork compliance, MTSS
Snapp, Cindy	Math Coach	Primary Math- Planning, data chats, content PLCs, student intervention groups, Tracks schoolwide IReady usage, Family engagement

Demographic Information

Principal start date
Tuesday 8/2/2022, Ryan Moody

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.*
7

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school

346

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

4

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

7

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	59	55	56	78	69	72	0	0	0	0	0	0	0	389
Attendance below 90 percent	28	25	22	35	21	22	0	0	0	0	0	0	0	153
One or more suspensions	1	3	1	1	5	9	0	0	0	0	0	0	0	20
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 2022 statewide FSA ELA assessment	0	0	0	33	25	27	0	0	0	0	0	0	0	85
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	14	17	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	10	20	20	29	14	17	0	0	0	0	0	0	0	110

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	10	20	20	29	14	17	0	0	0	0	0	0	0	110

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	1	3	3	16	9	9	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 9/6/2022

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	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

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	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

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	27%	53%	56%				24%	52%	57%
ELA Learning Gains	54%						43%	55%	58%
ELA Lowest 25th Percentile	72%						38%	50%	53%
Math Achievement	49%	50%	50%				20%	54%	63%
Math Learning Gains	74%						25%	57%	62%
Math Lowest 25th Percentile	82%						11%	46%	51%
Science Achievement	22%	59%	59%				30%	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	19%	52%	-33%	58%	-39%
Cohort Comparison		0%				
04	2022					
	2019	23%	55%	-32%	58%	-35%
Cohort Comparison		-19%				
05	2022					
	2019	24%	54%	-30%	56%	-32%
Cohort Comparison		-23%				

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	20%	54%	-34%	62%	-42%
Cohort Comparison		0%				
04	2022					
	2019	13%	57%	-44%	64%	-51%
Cohort Comparison		-20%				
05	2022					
	2019	15%	54%	-39%	60%	-45%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	51%	-25%	53%	-27%
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	36	48	73	77	85		20				
ELL	33			46							
BLK	23	53	72	46	75	85	17				
HSP	38	73		60	93						
FRL	27	54	74	49	74	81	22				

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							
WHT	45			64							
FRL	23	43	38	19	25	11	30				

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	
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
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?

ELA proficiency is a deficit amongst all grade levels. ELLs achievements are below the rest of the subgroups.

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

ELA proficiency, 3rd grade proficiency, and science achievement.

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

Contributing Factors: Attendance, student mobility, starting the year with extreme deficiencies.

New Actions: Small group instruction, Content PLC/Internalizations, Data chats

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

ELA lowest 25% learning gains and Math learning gains, along with the lowest 25% learning gains.

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

Small group instruction, PLCs, data chats, student ownership of learning

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

1. Have deeper learning through complex and meaningful problems and projects
2. prioritize high-level skills and content
3. Access to grade-level content despite the absence of some knowledge and skills from previous grades

4. Identify the most crucial knowledge and skills that students need and integrate those into lessons
5. Scaffolding up, not down

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.

ELA internalizations before each unit of study and Math content PLC before each unit

Professional Development through grade level/content area targeted needs, not a whole staff approach. This PD is designed using current data for individual grade levels and content areas.

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

Limited class sizes through use of Federal Funds, Targeted student groups based on data serviced by additional resource personnel (reading and math coaches for primary and intermediate).

Constant Social Emotional positive reinforcement through the Lion's Den, Kickboard, School Store, and Student performance/effort incentives.

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.**	Teachers will leverage data to plan for and implement small group instruction using appropriate strategies to accelerate learning of on grade level content. 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2022 30% of students will be proficient in reading, 48% will be proficient in math and 45% in science. 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. Classroom walkthroughs conducted by Administration and Coaches will be used to monitor implementation and teacher's effective use of small group instruction.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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. 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. 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. Look-fors will be determined based on the 4 Principals of Effective Instruction Rubic in the category of Academic Ownership and Rigorous Instruction.
Person responsible for monitoring outcome:	Ryan Moody (ryan.moody@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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. 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: **Explain the rationale for selecting this**	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

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

receive instruction aligned to the expectations of grade level standards while scaffolded to meet the individual needs.

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.

1. 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.

2. 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).

3. 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.

4. 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.

5. 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.

6. 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.

7. 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)

8. 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.

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

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

group instruction.
11. 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 [no one identified]

1. 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.
2. Administrators and coaches 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).
3. 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.
4. 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.
5. 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.
6. 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.
7. 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)
8. Teachers will utilize a balanced literacy program 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.
9. Administrators, coaches and teachers will individually set goals with students. This will increase student ownership of data and engagement in the instruction.
10. Teachers will use manipulatives to provide hands-on practice with grade level content during small group instruction.
11. 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	[no one identified]

#2. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students with one or more suspension will decrease from 5% to 4%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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:	Melody Amabile (melody.amabile@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Proactive Talking Circles during Morning Meeting, 2. Positive Behavior Support through Kickboard and House system
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
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.

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: RtI Interventionist. The Guidance Counselor will oversee and assist all grade levels/Social Services Team to ensure that SEL lessons are effective.
2. 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 RtI Interventionist.
Quarterly: Students can purchase entry to the Scholar Dollar Event.
3. 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.

4. 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   [no one identified]

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Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	Small Group Instruction
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
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.

No action steps were entered for this area of focus

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

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.

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

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.

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)

In 2023 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.

Grades 3-5: Measureable Outcome(s)

In 2023 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:
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.

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:
Select the person responsible for monitoring this outcome.

Adkins, Asya, asya.adkins@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?

Small Group Instruction

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?

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:
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
Literacy Coaches specifically designated for K-2 and 3-5 will plan effective lessons for shared and small group reading instruction. 1. 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. 2. Administrators and coaches will meet weekly to review walkthrough data, plan for teacher planning sessions and coaching cycles, and determine next steps for professional development opportunities. 3. Coaches 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.	Adkins, Asya, asya.adkins@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.

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 meetings 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 be informal with an open forum to build valued partnerships with 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 school culture and environment.

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