

Leon County Schools

Oak Ridge Elementary School



2022-23 Schoolwide Improvement Plan

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Oak Ridge Elementary School

4530 SHELFER RD, Tallahassee, FL 32305

<https://www.leonschools.net/oakridge>

Demographics

Principal: Jasmine Smith

Start Date for this Principal: 7/10/2017

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* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2018-19: C (48%) 2017-18: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Leon 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 Ridge Elementary School

4530 SHELFER RD, Tallahassee, FL 32305

<https://www.leonschools.net/oakridge>

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	92%

School Grades History

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

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SIP Authority

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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.

The mission of Oak Ridge Elementary School is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement.

Oak Ridge Elementary School will be an engaging, safe, and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

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
Smith, Jasmine	Principal	The principal and the assistant principal ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration also conduct informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.
Martin, Terri	Assistant Principal	The principal and the assistant principal ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration also conduct informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.
Arnold, Albert	Dean	The student dean will assist teachers in protecting instructional time. Any disruptive behaviors will be dealt with in a timely manner. The Dean will also assist in monitoring attendance and in contacting families concerning student needs.
Hill, Baleasa	Reading Coach	The Reading Coach will plan with teachers using the B.E.S.T and Florida Standards. She will also model and observe informally as often as needed to guarantee that teachers are following the sequence of instruction. The Reading Coach will assist with gathering schoolwide ELA data to assist with analyzing during data meetings. The Reading Coach will work with district coaches to ensure that all instructional needs of teachers are met.
Muhammad, Aquila	Instructional Coach	The instructional coaches will plan with teachers using the B.E.S.T and Florida Standards. They will also model and observe informally as often as needed to guarantee that teachers are following the sequence of instruction. The coaches will work with district coaches to ensure that all instructional needs of teachers are met.

Name	Position Title	Job Duties and Responsibilities
Moore, Dwanna	Curriculum Resource Teacher	Will assist teachers in the implementation of the BEST Writing Standards and will work with students to improve literacy skills, with an emphasis on writing.

Demographic Information

Principal start date

Monday 7/10/2017, Jasmine Smith

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.*

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.*

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

390

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

5

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

4

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	77	77	65	51	61	55	0	0	0	0	0	0	0	386
Attendance below 90 percent	33	22	25	17	25	22	0	0	0	0	0	0	0	144
One or more suspensions	0	1	3	1	6	7	0	0	0	0	0	0	0	18
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	21	19	20	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	28	23	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	15	10	16	24	9	13	0	0	0	0	0	0	0	87

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	9	6	7	11	19	18	0	0	0	0	0	0	0	70

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	3	6	4	2	2	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/14/2022

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	57	74	59	50	61	57	0	0	0	0	0	0	0	358
Attendance below 90 percent	12	20	19	13	18	20	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	18	22	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	26	27	0	0	0	0	0	0	0	56
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	2	11	11	0	0	0	0	0	0	0	24

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	3	8	3	3	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	57	74	59	50	61	57	0	0	0	0	0	0	0	358
Attendance below 90 percent	12	20	19	13	18	20	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	18	22	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	26	27	0	0	0	0	0	0	0	56
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	2	11	11	0	0	0	0	0	0	0	24

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	3	8	3	3	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	40%	57%	56%				42%	57%	57%
ELA Learning Gains	45%						49%	54%	58%
ELA Lowest 25th Percentile	48%						47%	47%	53%
Math Achievement	39%	47%	50%				57%	64%	63%
Math Learning Gains	50%						66%	63%	62%
Math Lowest 25th Percentile	44%						44%	45%	51%
Science Achievement	26%	57%	59%				30%	52%	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	30%	61%	-31%	58%	-28%
Cohort Comparison		0%				
04	2022					
	2019	51%	57%	-6%	58%	-7%
Cohort Comparison		-30%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	56%	-21%	56%	-21%
Cohort Comparison		-51%				

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	43%	63%	-20%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	75%	66%	9%	64%	11%
Cohort Comparison		-43%				
05	2022					
	2019	41%	61%	-20%	60%	-19%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	54%	-28%	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	18	46	42	25	46		18				
BLK	38	47	55	38	53	52	29				
HSP	50			50							
WHT	55			50							
FRL	40	46	44	39	50	33	29				

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	34			31							
BLK	30	29		30	25	25	15				
WHT	70			60							
FRL	35	38	64	30	23	25	18				
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	32	26	25	45	38	25	29				
BLK	41	48	49	56	64	42	25				
HSP	30			40							
FRL	41	48	47	57	66	46	27				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	45
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	50
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	53
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The FSA ELA scores for grades 3-5 were 39% proficient in 18-19, 31% proficient in the 20-21 hybrid year, and 37% proficient in 21-22. Though students made gains in 21-22 compared to 20-21, we are still not at the level of the 18-19 year, and we did not meet our goals of 50% proficient in 3rd grade and 55% proficient in 4th and 5th grade. The FSA math scores for grades 3-5 were 53% proficient in 18-19, 28% proficient in the 20-21 hybrid year, and 38% proficient in 21-22. Though the 21-22 data shows a 10 point gain from 20-21, we are still 15 percentage points below our 18-19 score. Also, the 5th grade scores from 20-21 to 21-22 dropped by 2 percentage points. The FSA ELA data showed a decrease in ELA learning gains for students in grades 3-5 from 49% in 18-19 to 46% in 21-22, but showed an increase in ELA learning gains for the lowest quartile from 47% in 2019 to 48% in 21-22. The FSA math data showed a decrease in learning gains for students from 44% in 18-19 to 38% in 21-22.

Our SWD subgroup data indicate students are stronger in math with 50% making gains in Math and 38% making gains in ELA. The Hispanic subgroup data showed that 50% of the students were proficient, but the 38% who made gains were already proficient indicating the need for stronger support for level 1 and 2 students.

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

FSA ELA data show an increase in 3rd-5th proficient students in 21-22 to 37% and STAR data show an increase from the Fall with 32% to Spring with 33%. Using this data, we see that Reading continues to be an area of focus for our school. FSA Math data show an increase from 28% proficient in 20-21 to 38% proficient in 21-22. iReady Math Diagnostic results for 21-22 show a students in grades 3-5 moved from 11% on or above level to 29% on or above. Though an increase, it is not at the levels from 18-19. We will need to continue our focus on increasing achievement in Math, as well as Reading.

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

Though students are participating in person and not virtually, attendance data indicated that 36% of students in grades 3-5 were absent more than 10% of the year. In addition, teachers worked to fill gaps in student learning that occurred during the 20-21 hybrid year. For the 22-23 school year, we plan to work to improve attendance by holding beginning of the year conferences with parents of those students who were absent more than 10% of the year to create a plan of action to improve attendance and continue with monthly meetings to review the plan. We will also plan to incorporate more tutoring sessions with students before, during, and after school to offer more support as students work to gain and solidify needed skills.

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

Though not at pre-pandemic levels, our FSA ELA data showed an increase in proficiency on each grade level. Third grade moved from 32% in 20-21 to 38% in 21-22, 4th grade moved from 37% in 20-21 to 41% in 21-22, and 5th grade moved from 25% in 20-21 to 34% in 21-22. In addition, 3rd grade has shown a steady increase over the last 3 testing years from 30% to 32% to 38%.

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

We have worked to improve the reading skills of students by implementing several purposeful strategies. Schoolwide, we have focused on improving our use of data to determine whole class, small group, and individual instruction. We have implemented a remediation/enrichment block on each grade level to ensure teachers have additional time and support to implement the strategies that the data indicate is needed. We have implemented a Literacy Team to work with teachers and grade levels to improve planning and instruction.

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

For the 22-23 school year, we will add two areas of instruction during special area time to accelerate student learning. The Writing course will be implemented across all grade levels and will give students additional opportunities with grade level and above grade level writing tasks. Introductory Digital Literacy, an Information and Communications Technology Course, will be offered to all 4th and 5th grade students and will give them the opportunity to increase problem solving skills. In addition, teachers will plan across grade levels, K-2 and 3-5, to assist teachers in planning for accelerated instruction. Grade levels will also include enrichment instruction during the designated grade level block of remediation/enrichment time.

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 ongoing professional development in reading, math, and science guided by our instructional coaches. The coaches/leaders will attend district trainings and will meet with teachers to review the information on the BEST standards and on strategies to use with students. In addition, coaches will observe instruction and meet regularly with teachers to offer feedback and to plan for improved instruction.

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

Primary teachers will work together, under the guidance of school leaders, the speech language pathologist, and instructional coaches, to ensure students have additional instruction in Phonemic Awareness and Phonics since many students do not attend a learning program before entering kindergarten. All grade levels will focus on additional strategies to increase literacy, including strong instruction in high-frequency words, word structure, and vocabulary with the long-term goal of increasing foundational skills across grade levels. For reading and math, teachers will use additional tutoring sessions to close any gaps in learning that may have occurred during the pandemic and to strengthen foundational and problem-solving skills.

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 ELA

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on FSA and Progress Monitoring data, though students did show improvement from the 20-21 school year in the percentages of those proficient and those making learning gains, our students remain below the 50th percentile in proficiency in each grade level, 3-5. We also did not reach last year's goals of 50%/55% proficient and 60% of the lowest quartile making gains. This information, along with the knowledge that the pandemic increased learning gaps in many of our virtual learners, supports the need for ELA to be an area of focus.

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

50% of 3rd grade students will be proficient in ELA on the statewide assessment.
 50% of 4th grade students will be proficient in ELA on the statewide assessment.
 50% of 5th grade students will be proficient in ELA on the statewide assessment.

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

Throughout the year, teachers will use a variety of resources to progress monitor students, including FAST, STAR, and curriculum assessments. The data will be used to monitor proficiency levels and to determine remediation needed for specific skills.

Person responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will implement standards-based instruction during the ELA block and will utilize differentiated instructional strategies during small group instruction during the regular ELA block and during the dedicated grade level intervention block.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

According to the Florida's BEST Standards, ELA guide, The BEST standards emphasize explicit, systematic phonics instruction and the foundation of literacy to build phonics and fluency skill and also focus on building vocabulary and comprehension skills across the curriculum areas. According to the Association for Supervision and Curriculum Development, differentiated instruction will allow the teacher to accommodate the full diversity of academic needs in a classroom.

selecting this strategy.**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.

Utilize the Reading Coach to oversee small group instruction within the classrooms and to assist teachers with using the new BEST standards and the new ELA curricula to plan for instruction.

Person Responsible Terri Martin (martint@leonschools.net)

Utilize Reading Coach to observe teachers and to model research based strategies.

Person Responsible Terri Martin (martint@leonschools.net)

Regularly review progress monitoring data to modify groups based on student need.

Person Responsible Baleasa Hill (hillb2@leonschools.net)

Along with planning together on grade levels, ELA teachers across grade levels will meet regularly to review the standards and create plans based on the new standards.

Person Responsible Terri Martin (martint@leonschools.net)

Data meetings will be held monthly to review ELA progress monitoring data and student progress.

Person Responsible Jasmine Smith (smithj3@leonschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

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

The FSA math scores for grades 3-5 were 53% proficient in 18-19, 28% proficient in the 20-21 hybrid year, and 38% proficient in 21-22. Though the 21-22 data shows a 10 point gain from 20-21, we are still 15 percentage points below our 18-19 score. This information, along with the knowledge that the pandemic increased learning gaps in many of our virtual learners, supports the need for Math to be an area of focus.

Measurable**Outcome:**

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

60% of students in 3rd grade will be proficient in Math on the statewide assessment.

60% of students in 4th grade will be proficient in Math on the statewide assessment.

60% of students in the 5th grade will be proficient in Math on the statewide assessment.

Monitoring:

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

Throughout the year, teachers will use a variety of resources to progress monitor students, including FAST, iReady, and curriculum assessments. The data will be used to monitor proficiency levels and to determine remediation needed for specific skills.

Person responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

Evidence-based Strategy:

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

Teachers will implement standards-based instruction during the Math block and will utilize differentiated instruction strategies during small group instruction within the regular math block and within the dedicated grade level intervention block.

Rationale for Evidence-based Strategy:

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

According to the Association for Supervision and Curriculum Development, differentiated instruction will allow the teacher to accommodate the full diversity of academic needs in the classroom. By having a dedicated time for intervention/enrichment, teachers will be able to use the data from iReady and class assessments to determine the needs of the students and be able to focus on those specific needs with small groups of students.

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.

Regularly review iReady, Acaletics, and classroom assessment data to determine student proficiency and to determine remediation and enrichment needs of students.

Person Responsible Jasmine Smith (smithj3@leonschools.net)

Meet monthly with teachers on and across grade levels to plan for intervention and enrichment instruction.

Person Responsible Terri Martin (martint@leonschools.net)

Utilize Math lead teachers to model the use of instructional strategies.

Person Responsible Terri Martin (martint@leonschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and****Rationale:**

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

On the 21-22 FSA, our SWD subgroup data indicated that 9% of the students were proficient in ELA and 38% of the students made learning gains. Based on this information, we need to increase support of our Students with Disabilities in the area of ELA.

Measurable**Outcome:**

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

50% of students in the SWD subgroup will be proficient in ELA on the statewide assessment.

50% of students in the SWD subgroup will make learning gains in ELA on the statewide assessment.

Monitoring:

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

Throughout the year, teachers will use a variety of resources to progress monitor students, including FAST, STAR, and curriculum assessments. The data will be used to monitor proficiency levels and learning gains and to determine additional remediation needed for specific skills.

Person

responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

**Evidence-based
Strategy:**

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

Students in the SWD subgroup will work in small groups with the ESE teacher who will focus on remediation of foundational and comprehension skills.. Students will participate in Tier 3 interventions from the state adopted Savvas reading curricula, as well as instruction using Lexia Core 5 and Quick Reads.

**Rationale for
Evidence-based
Strategy:**

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

The state adopted Savvas ELA curriculum has been evaluated and shown to contain evidence-based and scientifically-based reading instructional programming. Using this for our tier 2 and 3 interventions with our students in the SWD subgroup will ensure that instruction is rigorous and appropriate. In addition, the Lexia Core 5 Reading Program and QuickReads have an ESSA strong evidence rating so using them in addition to the core program will offer our students the support they need to make learning gains.

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.

The ESE teacher and Literacy Team members will work closely together to plan and implement appropriate lessons for the students in the SWD subgroup.

Person Responsible Terri Martin (martint@leonschools.net)

Data for students in the SWD subgroup will be regularly gathered and analyzed to determine progress of students and to plan for remediation of specific skills.

Person Responsible Jasmine Smith (smithj3@leonschools.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

When reviewing the Spring STAR Early Literacy data, we see that 76% of students in kindergarten and 60% of students in 1st grade were on grade level. The iReady Winter Diagnostic data shows that kindergarten and 1st grade students scored the lowest in the Phonics area with 40% of kindergarten students and 34% of 1st graders on or above grade level. In addition, the vocabulary strand indicated that 35% of 1st graders were on or above grade level. This data shows that while more than 50% of students were on or above grade level based on STAR data, it is evident that we need to focus instruction on the ELA strands of Phonics and Vocabulary. For 2nd grade the students ended with STAR data showing 37% of students on grade level in the Spring. The Phonics and Vocabulary strands on the Winter iReady diagnostic also indicated that Phonics, with 25% on or above grade level, and Vocabulary, with 27% on or above grade level, are two areas of focus for the upcoming year.

While lessons will include instruction in all five strands of reading, by providing additional support in

vocabulary and phonics for students in grades K-2, we will build a stronger foundation that will enable students to be on grade level independent readers in grades 3-5.

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

The 21-22 FSA ELA data shows that overall 37% of students in grades 3-5 were proficient in reading. Our strongest grade level was 4th grade with 41% students proficient, and our lowest was 5th grade with 34% proficient. iReady data shows that by the Winter Diagnostic, students in 4th and 5th grade were strong in Phonics with 76% in 4th grade and 83% in 5th grade on or above grade level. 3rd grade was not as strong in that area with only 40% on or above grade level in Phonics by the Winter diagnostic. One strand that shows fewer than 50% of students on or above grade level was Vocabulary with 3rd grade showing 38%, 4th grade showing 32%, and 5th grade showing 21% on or above grade level. This area is critical for reading comprehension and the iReady data reflect this with only 40% of 3rd graders, 35% of 4th graders, and 32% of 5th graders on above grade level in the Comprehension Literature strand. The Comprehension Informational Text is even lower with 36% of 3rd graders, 28% of 4th graders, and 26% of 5th graders on or above grade level. We can see that our students are stronger in the area of Phonics, though we must still offer additional support for those struggling in that area, but show a significant drop in the percentage of students on or above grade level when we review the comprehension data. We must work to improve vocabulary as we continue to build strong comprehension skills in our students in grades 3-5.

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)

The Spring STAR Early Literacy showed that 76% of students were on grade level, and 60% of 1st grade students were on grade level. The Spring STAR showed that 37% of 2nd graders were on grade level. For the 2022-23 school year, 50% of 2nd grade students will be on grade level based on the Spring statewide assessment.

Grades 3-5: Measureable Outcome(s)

The 21-22 FSA data indicated that 38% of 3rd graders, 41% of 4th graders, and 34% of 5th graders were proficient.

For the 22-23 school year, 50% of 3rd grade students will be proficient based on the Spring statewide assessment.

For the 22-23 school year, 50% of 4th grade students will be proficient based on the Spring statewide assessment.

for the 22-23 school year, 50% of 5th grade students will be proficient based on the Spring statewide assessment..

The 21-22 FSA data indicated that 46% of students made learning gains and 48% of the lowest quartile made learning gains.

For the 22-23 school year, 60% of students will show learning gains based on data from the first administration of the F.A.S.T. progress monitoring assessment and the third administration of the

F.A.S.T progress monitoring assessment.

For the 22-23 school year, 60% of the lowest quartile students will show learning gains based on data from the first administration of the F.A.S.T. progress monitoring assessment and the third administration of the F.A.S.T progress monitoring assessment.

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.

The Areas of Focus will be regularly monitored using our progress monitoring tools, which include the F.A.S.T., classroom assessments, and Lexia data. Teachers, with the assistance of the Reading Coach and Literacy Leadership, will analyze data monthly to determine the specific skills that should be taught during small group instruction and the progress of the students on those skills. In addition, the teams will use the progress monitoring data to determine that other instruction may be needed in order to meet the end-of-the-year goals.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Smith, Jasmine, smithj3@leonschools.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?

The What Works Clearinghouse reports that providing intensive, systematic instruction on foundation reading skills to students who score below the benchmark score of a universal screening has shown strong evidence of positive results. Our K-5 students will meet in small groups daily during a specific intervention time to work on needed skills. Data will be gathered from Lexia and the F.A.S.T progress monitoring, as well as from classroom progress monitoring tools, and used to determine the skills to practice. Another recommendation with strong evidence states to teach students to decode words, analyze word parts, and write and recognize words. The state adopted reading curricula will ensure that all teachers include these strategies in their lessons, but our teachers in grade 3-5 will include additional instruction on word parts to help students strengthen vocabulary and comprehension skills.

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?

The state adopted reading curricula provides layers of support, including tier 2 and tier 3 interventions, which can be included in the Multitiered Systems of Support (MTSS) that we offer students. According to The National Association of School Psychologists, MTSS is an evidence-based framework used to address student needs. By including the curricula, along with regular screening/progress monitoring and data-driven decisions, teachers and staff can improve instruction for all students.

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
<p>Literacy Leadership - Jasmine Smith, school principal and academic leader, ensures that the school participates in regular progress monitoring and the data is analyzed regularly and used to make instructional decisions. Additionally, monitors teachers for the implementation of evidence-based instruction.</p> <p>Terri Martin-Assistant Principal-works with Reading Coach and teachers to plan effective standards-based lessons using data and monitors the implementation of evidence-based instruction.</p> <p>Baleasa Hill-Reading Coach-assists teachers with using and understanding the BEST standards and the new ELA Curricula, assists with collecting and analyzing data, and models ELA lessons.</p> <p>Aquila Muhammad-parent liaison and instructional coach-assists students and families in becoming more knowledgeable about Literacy instruction at home and in school</p> <p>Dwanna Moore-Writing Coach-assists students, teachers, and families in becoming more knowledgeable with the state Writing standards and with instructional writing practices.</p> <p>Chaia Harrell-Media Specialist-to increase literacy schoolwide, assists teachers and students in selecting cross-curricula trade books and other media sources.</p>	<p>Smith, Jasmine, smithj3@leonschools.net</p>
<p>Professional Development-The Literacy team will guide teachers as they meet weekly to look deeper into the BEST standards on and across grade levels. As they increase their knowledge of the standards, teachers will work together to develop lessons that support students as they move toward proficiency and lessons that will challenge students as they move beyond proficiency.</p>	<p>Hill, Baleasa, hillb2@leonschools.net</p>

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 Ridge works to involve all stakeholders and to keep them updated on school and community information. Within the school building, our teachers and staff work together in teams to support each other and work across grade levels in our Leadership Team to share information and make school decisions. The administration team supports and encourages the staff by ensuring their needs are met and by celebrating their accomplishments.

Our School Advisory Council offers teachers, parents, and community members the avenue for making decisions that will keep the school moving forward with our task of continuous improvement. The Council meets regularly, either in-person or virtually.

The school also plans a variety of activities/meetings to involve parents, families, and community members in positive school experiences such as Literacy Night and Polar Express Night. The students and families enjoy the time at school while learning Literacy activities to use at home.

Teachers offer a variety of times for parent conferences and communicate regularly through class newsletters, the Remind and Class Dojo apps, and emails/phone calls.

We communicate with our stakeholders using several platforms such as Remind, Class Dojo, email, phone calls, our Facebook page, school website, and Instagram. Our goal is to reach the stakeholders so that they are well-informed and that they are able to give input to assist with making school decisions.

To continue to build a positive school culture with our students, we recognize their accomplishments in several ways. As a part of our school-wide Positive Behavior Plan, students are celebrated on the morning news show. We also sponsor such events as AR Celebrations, student VIP parties, and semester Awards Ceremonies.

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

To begin with, the school teachers and staff follow a set of non-negotiable guidelines focused on creating a positive environment and on setting high expectations. In addition, the teachers, administration, students, and parents/guardians review our School Compact and pledge to follow the guidelines to help create a positive learning environment and to build strong connections between school and family.

Our School Advisory Council meets regularly to review the School Improvement Plan and to monitor our progress toward the goals. The input from the Committee is used to guide our decision-making throughout the year.

We have a strong group of community organizations and businesses that support our school in many ways. We have groups who offer support through donations of school supplies, books, clothes, and food so that our students have the necessities that will enable them to focus on learning. Other groups, such as the Florida Center for Reading Research, offer professional development opportunities and instructional materials that will assist our faculty as we strive to set and reach high standards.

Our Administration Team and Parent Liaison work together to ensure that our stakeholders are kept well informed throughout the year and to create open lines of communication so that we are working together as

a team to meet the needs of our students.

With all stakeholders working together, we build a positive school culture focused on high expectations.

Furthermore, by encouraging and accepting input from all stakeholders, we are creating a true partnership focused on the needs of the students.