

Orange County Public Schools

West Oaks Elementary



2022-23 Schoolwide Improvement Plan

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West Oaks Elementary

905 DORSCHER RD, Orlando, FL 32818

<https://westoaks.ocps.net/>

Demographics

Principal: Elaine Lundberg

Start Date for this Principal: 8/12/2022

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 Economically Disadvantaged Students
School Grades History	2021-22: C (42%) 2018-19: C (53%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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West Oaks Elementary

905 DORSCHER RD, Orlando, FL 32818

<https://westoakes.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">99%</p>

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Floyd, Alfaye	Principal	The principal's primary duties/responsibilities are to promote and maintain the highest level of academic, social and emotional achievement for all students by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members. Responsible for interviewing, hiring and supervising school employees to ensure highest performance levels.
Calvin, Keenya	Assistant Principal	The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assist the principal in providing instructional leadership to staff including curriculum planning, review and implementation; as well as professional development. The role also includes helping to ensure the overall safety and well-being of students, staff and school visitors; supports in school discipline and enforces school, district and state policies.
Chandler, Alma	Math Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitors grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning for math K-5; collaborate with grade-level teams on effective instructional practices, models instructional lessons; provides resources for mathematics; facilitates and supports data collection; serves as grade level support; supports the implementation of the MTSS process.
Karimi, Aki	Staffing Specialist	
Oladosu, Naquisha	Reading Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitors grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning for ELA K-5; collaborate with grade-level teams on effective instructional practices, models instructional lessons; provides resources for ELA; facilitates and supports data collection; serves as grade level support; supports the implementation of the MTSS process. Assigns teachers mentors and supports completion of the new teacher program.
Downey, Mary	Science Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitors grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning for science K-5; collaborate with grade-level teams on effective instructional practices, models instructional lessons; provides resources for mathematics; facilitates and supports data collection; serves as grade level support; supports the implementation of the MTSS process.

Name	Position Title	Job Duties and Responsibilities
Nabbie, Adriene	School Counselor	Provides counseling for students; supports classroom teachers and provides support services for families; serves as family intervention support and liaison between family, school, and child services advocates; facilitates truancy meetings and documentation; McKinney Vento Program (MVP) coordinator; supports the implementation of the MTSS process; Oversees all student mental health needs including counseling, referrals to district and outside agencies for students, and make referrals for families.

Demographic Information

Principal start date

Friday 8/12/2022, Elaine Lundberg

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.*

1

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.*

9

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

406

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

8

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

5

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	54	75	69	77	59	65	0	0	0	0	0	0	0	399
Attendance below 90 percent	0	1	5	8	6	7	0	0	0	0	0	0	0	27
One or more suspensions	0	2	0	3	2	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	5	3	1	1	0	0	0	0	0	0	0	11
Course failure in Math	0	1	4	6	6	1	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	8	8	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	8	8	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	8	9	8	0	0	0	0	0	0	0	25

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	5	11	9	8	0	0	0	0	0	0	0	35

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	0	0	0	8	0	2	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/15/2022

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	33	78	78	104	65	104	0	0	0	0	0	0	0	462
Attendance below 90 percent	11	28	13	25	11	22	0	0	0	0	0	0	0	110
One or more suspensions	0	1	2	7	5	12	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	5	2	17	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	7	5	12	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	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	1	1	7	4	26	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	78	78	104	65	104	0	0	0	0	0	0	0	462
Attendance below 90 percent	11	28	13	25	11	22	0	0	0	0	0	0	0	110
One or more suspensions	0	1	2	7	5	12	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	5	2	17	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	7	5	12	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	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	1	1	7	4	26	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	56%	56%				45%	57%	57%
ELA Learning Gains	53%						53%	58%	58%
ELA Lowest 25th Percentile	38%						67%	52%	53%
Math Achievement	35%	46%	50%				47%	63%	63%
Math Learning Gains	54%						49%	61%	62%
Math Lowest 25th Percentile	42%						48%	48%	51%
Science Achievement	37%	61%	59%				59%	56%	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	44%	55%	-11%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	36%	57%	-21%	58%	-22%
Cohort Comparison		-44%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-36%				

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	49%	62%	-13%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	37%	63%	-26%	64%	-27%
Cohort Comparison		-49%				
05	2022					
	2019	50%	57%	-7%	60%	-10%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	54%	3%	53%	4%
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	10	30	33	10	22	14					
ELL	33	50		32	54	40	46				
BLK	35	52	34	33	54	42	37				
HSP	44			44							
FRL	35	52	40	32	53	40	36				

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		16	17	5	32	30	8				
ELL	34	59		27	52		27				
BLK	31	40	32	30	37	41	35				
HSP	36	62		23	23		62				
FRL	30	36	38	29	36	41	33				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	48	63	11	31	35					
ELL	39	43	56	39	58	64	56				
BLK	43	52	68	46	48	48	57				
HSP	52	50		45	50						
FRL	41	50	61	45	48	50	62				

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	44
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	57
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	42
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	44
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	44
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?

The first trend that emerges across grade levels is that student peak in second and third grade ELA according to the i-Ready EOY and then drop the next two grade levels. In 2020-21, the proficiency level for 2nd and 3rd grades was 53% but was 38% in the Fourth and fifth grades. In 2021-22, the proficiency level for 2nd and 3rd grade was 61% but was 41% in Fourth and fifth grade.

The second trend that emerges across grade levels is that the lowest quartile in math and ELA had made no gains. Using the FSA 2021 and 2022, the lowest quartile made 38% in ELA and 42% in math learning gains.

Our ESSA subgroup, Students with Disabilities (SWDs), indicates a significant lag when compared to their peers.

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

The greatest need is to increase the number of learning gains in the lowest quartile of students for reading and math. The learning gains for the lowest quartile of students for math was 42% in 2021 and 2022 FSA. The learning gains of the lowest quartile of students for ELA was 38% in 2021 and 2022 FSA.

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

Inefficient progress monitoring of the lowest 25% of students and monitoring of data on reteaching deficit standards were 2 contributing factors to the lack of increased learning gains. The solutions to the factors are using a specific, bi-weekly progress monitoring tool in ELA. The students will also receive specific instruction in foundational skills and prerequisite skills during small group instruction.

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

Math learning gains for grades 3-5 increased from 36% in 2021 to 54% in 2022.

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

Teachers were strategically chosen to instruct students in math and planning meetings focused on multiple strategies and methods to instruct students in math during Tier 1 instruction.

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

A common progress monitoring tool that follows a specific path of skill acquisition will be used for reading and math. Resources to teach these skills will be identified and provided to students for more efficient monitoring. Additionally, additional adult support for smaller groups of instruction should be provided. For these strategies to work effectively, all teachers will require professional development focused on acceleration practices and data monitoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development (PD) opportunities that will be provided to support teachers and leaders are a PD where teachers will be shown how to analyze and disaggregate data. Classroom data and grade level data will be analyzed to identify trends per class and across the grade level.

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

In order to ensure the sustainability of improvement, Tier 1 interventionists will push into classrooms providing additional support in ELA and Math. Additionally, during PLCs, teams will purposely plan for reading and math small groups, ensuring that resources match the needs of the students. Lastly, we will continue to provide project-based enrichment opportunities for students that have mastered grade-level standards. Data chats with coaches and administrators will ensure adjustments to this support and teacher accountability.

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.

Small group instruction facilitates targeted instruction based upon students' needs revealed through data analysis. Learning gains in reading and math did not increase in the lowest 25% of students which means their learning needs were not addressed.

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

By 2023, we expect to see 60% of students making learning gains in reading and math.

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

School-based leadership team members, in collaboration with district personnel, will conduct data meetings as teams and with teachers to monitor the upward trajectory of student growth on specific skills identified through data.

Person responsible for monitoring outcome:

Alfaye Floyd (alfaye.floyd@ocps.net)

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

Teachers will use differentiated learning tasks during centers and teacher led small group instruction that follow a identified path of skill acquisition.

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

This strategy was selected because differentiated instruction allows teachers to maximize the growth of all students by meeting them where they are regardless of their abilities, strengths, and weaknesses.

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.

Content area coaches will facilitate weekly common planning sessions with small group differentiation instruction and materials being shared to support our ESSA subgroup of ESE students.

Person Responsible

Alma Chandler (alma.chandler@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure that the data is recorded in a timely fashion, students are matched to appropriate interventions and intensity, and families are aware of the supports being put in place at the school. This would also include making any instructional or behavior adjustments based upon the teams findings.

Person Responsible

Naquisha Oladosu (naquisha.oladosu@ocps.net)

Foster partnership between classroom teacher, Tier 1 teacher, and support facilitation teacher to align and coordinate instructional delivery to support needs of students with the data and IEP to increase student achievement.

Person Responsible

Aki Karimi (akarim.karimi@ocps.net)

#2. Positive Culture and Environment specifically relating to teacher retention and instructional support.

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

Climate of a school affects teacher satisfaction and willingness to adapt to the changing needs of the school. Climate affects the students' desires to achieve academically and to grow emotionally. A positive and safe environment should result in better student and adult attendance, academic growth, and a reduction in socially and emotionally unacceptable behaviors. On the Panorama survey data from spring of 2022, when considering school leadership effectiveness, only 34% of staff felt it was quite or extremely effective. On the students survey for the same period, the favorable perception of the school dropped from 61% from the previous year to 50%.

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

The effectiveness of the school leadership should increase to 70%. The students' favorable perception of the school should increase to 70%.

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

Our school will monitor and measure the impact of our plan through analysis of culture and climate survey data, needs assessments, classroom observations, willing participation in school events, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Person responsible for monitoring outcome:

Alfaye Floyd (alfaye.floyd@ocps.net)

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

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and

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

leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary

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.

Conduct quarterly site based climate surveys to collect feedback about level of support and effectiveness of the leadership team.

Person Responsible Alfaye Floyd (alfaye.floyd@ocps.net)

Identify how social and emotional learning is connected to instructional strategies. Embed the strategies in instructional delivery proposals during planning.

Person Responsible Naquisha Oladosu (naquisha.oladosu@ocps.net)

Determine relevant strategies to strengthen team dynamics and collaboration across the instructional teams.

Person Responsible Alma Chandler (alma.chandler@ocps.net)

Conduct monthly mentoring meetings with mentees and mentors to discuss topics of relevance generating from surveys, discussion with leadership team members, or observed trends in the school.

Person Responsible Naquisha Oladosu (naquisha.oladosu@ocps.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

In 2022, assessed by the end-of-year i-Ready diagnostic:

- 22% of K students did not meet recommended proficiency level.
- 45% of 1st-grade students did not meet recommended proficiency level.
- 35% of 2nd-grade students did not meet recommended proficiency level.

Students in grades K-2 will have intense instruction in:

- Developing awareness of the segments of sounds in speech and how that links to letters. This would include identifying individual sounds (phonemes), naming the letters in the alphabet, and identifying the sounds made by single letters.
- Ability to decode words, analyze word parts, and write/recognize words. This would include recognizing letter-sound patterns in multisyllabic words, word parts such as affixes that hold meaning, and recognizing sight words that increase in complexity as the text being used because more complex.

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

In 2022, assessed by FSA:

- 63% of 3rd-grade students scored below level 3.
- 58% of 4th-grade students scored below level 3.
- 72% of 5th-grade students scored below level 3.

Students in grade 3 will have intense instruction in:

- Developing awareness of the segments of sounds in speech and how that links to letters. This would include identifying individual sounds (phonemes), naming the letters in the alphabet, and identifying the sounds made by single letters.
 - Ability to decide words, analyze word parts, and write/recognize words. This would include recognizing letter-sound patterns in multisyllabic words, word parts such as affixes that hold meaning, and recognizing sight words that increase in complexity as the text being used because more complex.
- Students in grades 4 and 5 will have intense instruction in building their decoding skills so they can read complex multisyllabic words.

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)

Grade K: The STAR Early Literacy beginning of the year assessment has 69% of students not earning the grade level proficiency score. The goal is for 60% of kindergarten grade students to earn the proficiency level or higher on the end-of-year STAR Early Literacy assessment.

Grade 1: The end of the year i-Ready reading assessment, administered to then kindergarten students, has 23% of students not meeting grade level benchmarks. The STAR Early Literacy beginning of the year assessment, for those now first-grade students, has 56% of students not earning the grade level proficiency score. The goal is for 60% of first-grade students to earn the proficiency level or higher on the end-of-year STAR Early Literacy assessment.

Grade 2: The end-of-the-year i-Ready reading assessment, administered to then first-grade students, has 44% of students not meeting grade level benchmarks. The goal is for 60% of second-grade students to earn the proficiency level or higher on the end-of-year STAR Early Literacy assessment..

Grades 3-5: Measureable Outcome(s)

Grade 3: The end-of-the-year i-Ready reading assessment, administered to then second-grade students, has 35% of students not meeting grade level benchmarks. The FAST beginning of the year assessment, for those now third-grade students, has 90% of students not earning a level 3 or higher. The goal is for 59% of current third-grade students to score a Level 3 or higher on the end-of-year FAST.

Grade 4: The results from the 2022 FSA showed that 41% of the then third-grade students scored a Level 3 or higher. The FAST beginning of the year assessment, for those now fourth-grade students, has 85% of students not earning a level 3 or higher. The goal is for 60% of current fourth-grade students to score a Level 3 or higher on the end-of-year FAST.

Grade 5: The results from the 2022 FSA showed that 42% of the then fourth-grade students scored a Level 3 or higher. The FAST beginning of the year assessment, for those now fifth-grade students, has 73% of students not earning a level 3 or higher. The goal is for 57% of current fifth-grade students to score a Level 3 or higher on the end-of-year FAST.

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.

Weekly reading walkthroughs by administrators, coaches, and district support.

Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard-based unit assessments to monitor response to intervention.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Floyd, Alfaye, alfaye.floyd@ocps.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 following evidence-based resources align with strong evidence of positive effects on encoding and word reading.

-Use of the foundational pieces of the optional daily slides provided by our school district for Tier 1 instruction. (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Heggerty Phonemic Awareness lessons provide opportunities to develop phoneme awareness.(Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. And Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

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 resources being used are materials that have been vetted by the school district. Since these are programs they support, they have purchased the programs for schools and provide training on the programs to teachers and academic leaders. The primary students will be using Reading A-Z and Heggerty Phonemic Awareness to support students in developing awareness of segments in sounds in speech and how they link to letters. Additionally, the program assists students in decoding words, analyzing word parts, and writing/recognizing words. By combining

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>Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.</p>	<p>Oladosu, Naquisha, naquisha.oladosu@ocps.net</p>
<p>Use and analysis of: -FAST -i=Ready diagnostic -Heggerty Assessments -District created Standards Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades K-2) -CORE/PAST -ORF Use of data to determine interventions and support needs of students</p>	<p>Calvin, Keenya, keenya.calvin@ocps.net</p>
<p>Schools develop their professional learning plans based on the needs of their schools. These plans include specific supports for teachers based on progress monitoring data. District PD options available include literacy coach meetings, Coach B.E.S.T. Book study, K-5 ELA Impact Series.</p>	<p>Calvin, Keenya, keenya.calvin@ocps.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.

West Oaks Elementary strives to cultivate a positive school culture and environment by ensuring all stakeholders are informed and involved in school decisions through school PLCs and evening shareholder events such as SAC and PTO. Families and community are encouraged to participate in events such as Math Night, Reading Night,

Science Night, awards ceremonies, Open House, Meet the Teacher, and Conference Night. These events focus on empowering families with knowledge about how students are performing academically and a glimpse into what the students are learning in school.

To keep stakeholders abreast of school information, communication is provided through the school's website, in-house and distributed to families newsletters, ConnectED messages, ClassDojo messages and posts, flyers, and social media.

The Parent Engagement Liaison (PEL), in collaboration with the school faculty and staff, works closely with parents to assist with strategies when working at home with students.

Relationships between community, families, students, and adults on campus are encouraged and supported through constant communication and invitations to volunteer or visit our school.

Volunteers and Partners in Education are encouraged.

Communication in a families first language are provided in oral and written form to be inviting and inclusive.

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

The stakeholders are families, community members, students, staff and faculty. All have a role in promoting a positive school culture by being inclusive and patient with each other. These individuals must balance their needs with those of the entire school so that movement forward is collective.

Families will monitor their students academic, behavioral and emotional achievements.

School instructional staff will ensure a safe environment for students and effective instruction to students.

Community members shall volunteer their time, expertise, and goods to the school to encourage a sense of unity.

Administrators will lead and monitor how the OCPS district objectives are modeled, planned for, and implemented to provide the foundation for growth.