

Orange County Public Schools

Oakshire Elementary



2022-23 Schoolwide Improvement Plan

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Oakshire Elementary

14501 OAKSHIRE BLVD, Orlando, FL 32824

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

Demographics

Principal: Mark Charlton

Start Date for this Principal: 2/13/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (59%) 2017-18: A (69%)
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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Oakshire Elementary

14501 OAKSHIRE BLVD, Orlando, FL 32824

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

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	No	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	91%

School Grades History

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

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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.

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
Charlton, Mark	Principal	<p>The school principal is responsible for assuring the safety of students before and after school, between and during classes, and during lunches. Mr. Charlton also visits classrooms according to the observation schedule, provides weekly observations, and reviews data weekly with the administrative team. He supports the success of all students, attends a wide range of school/ evening events, and maintains a student centered school climate of rigor and professionalism. The principal closely monitors student progress through data analysis. Additionally, he provides coaching to teachers based on classroom observations. The principal leads PLC meetings and attends collaborative planning meetings weekly for each grade level. Student discipline is monitored on a daily basis. The principal also provides regular feedback to the community, parents and school staff regarding vision and school improvement.</p>
Stochich, Jordan	Staffing Specialist	<p>The Staffing Specialist/Resource Teacher leads are tasks concerning ESE students. Additionally, she maintains school wide textbook inventory and orders textbooks and instructional resources. Mrs. Stochich is responsible for monthly progress monitoring reviews, and SharePoint student data. She supports the principal with the school wide review of FAST ELA, Math, Science, Writing and data reports. This year, Mrs. Stochich will fulfill the duties of a part time staffing specialist to support our ESE students. She is also one of the school's Sky Caps and works with teachers to implement Skyward. Finally, Mrs. Stochich serves as the testing coordinator for all standardized testing at Oakshire.</p>
Duvall, Jennifer	Instructional Coach	<p>Mrs. Duvall is our Instructional Coach. She provides small group reading intervention in both pull out and push in models. Additionally, she works with teachers to maximize the effectiveness of their instruction in Reading and Writing. She is also in charge of our MTSS/Reading Interventions. Mrs. Duvall works closely with our Resource Teacher to coordinate family events and student incentive programs. She is an integral member of the Leadership Team who excels at finding solutions to challenges and constantly looks for ways to improve student learning. Mrs. Duvall coordinates the efforts of the Reading support team and ensures that the students who need additional support receive it throughout the day. Mrs. Duvall also provides coaching support through modeling and classroom observations</p>

Name	Position Title	Job Duties and Responsibilities
Santos, Janet	ELL Compliance Specialist	The ESOL Compliance Specialist assists the school registrar with placement of ESOL students, updates information on Skyward regarding LEP dates, test dates, entry & re-entry dates, and schedules. She utilizes test scores to discuss student placement or reevaluations, sets up meetings for students with unsatisfactory progress to develop an improvement plan, and monitors LF students. In addition, she disseminates information on ESOL classes and workshops, assists in testing Aprenda, Access, Tejas Lee, IDEL, IPT Oral, Reading & Writing, and reviews data with teachers. Ms. Santos ensures that the school is in full compliance with State and Federal mandates for ELL, and she updates and reviews all program reports. She supports success of ELL students, monitors their academic progress, and conferences with students as needed. Mrs. Santos coordinates the Multicultural Parents Leadership Committee meetings.
Auffant, Denise	School Counselor	Mrs. Denise Auffant provides small group and individual student counseling on campus. She provides a variety of groups to meet students' needs. Mrs. Auffant also provides whole group instruction using the the Child Safety Matters curriculum. Throughout the year, Mrs. Auffant coordinates school-wide initiatives related to Red Ribbon Week and various character traits. She is a member of the Leadership Team who looks for ways to include Social-Emotional Learning as a strategy to improve student academic performance. Finally, Mrs. Auffant is a member of the Threat Assessment Team and attends monthly meetings to address the needs of students in crisis.

Demographic Information

Principal start date

Tuesday 2/13/2018, Mark Charlton

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.*

3

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.*

4

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

479

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.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	64	74	90	86	75	0	0	0	0	0	0	0	413
Attendance below 90 percent	6	27	18	28	17	21	0	0	0	0	0	0	0	117
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	1	1	0	0	0	0	0	0	0	2
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	2	12	14	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	7	15	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	0	15	15	0	0	0	0	0	0	0	30

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	0	0	2	8	13	0	0	0	0	0	0	0	23

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/29/2022

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	21	73	83	88	93	107	0	0	0	0	0	0	0	465
Attendance below 90 percent	11	11	13	9	14	21	0	0	0	0	0	0	0	79
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	13	2	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	17	2	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	15	40	16	0	0	0	0	0	0	0	71

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	0	1	3	0	0	0	0	0	0	0	4

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	21	73	83	88	93	107	0	0	0	0	0	0	0	465
Attendance below 90 percent	11	11	13	9	14	21	0	0	0	0	0	0	0	79
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	13	2	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	17	2	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	15	40	16	0	0	0	0	0	0	0	71

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	0	1	3	0	0	0	0	0	0	0	4

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	57%	56%	56%				69%	57%	57%
ELA Learning Gains	59%						62%	58%	58%
ELA Lowest 25th Percentile	48%						58%	52%	53%
Math Achievement	66%	46%	50%				71%	63%	63%
Math Learning Gains	66%						62%	61%	62%
Math Lowest 25th Percentile	56%						44%	48%	51%
Science Achievement	42%	61%	59%				50%	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	58%	55%	3%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	59%	57%	2%	58%	1%
Cohort Comparison		-58%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-59%				

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	64%	62%	2%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	64%	63%	1%	64%	0%
Cohort Comparison		-64%				
05	2022					
	2019	64%	57%	7%	60%	4%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	54%	-10%	53%	-9%
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	19	47	54	25	55	55	12				
ELL	48	56	45	65	64	55	35				
BLK	50	53		58	65		64				
HSP	55	59	44	66	64	53	37				
WHT	72	83		72	75						
FRL	56	59	52	62	67	63	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	25			33							
ELL	48	62	56	56	62	62	45				
ASN	90			80							
BLK	56	73		50	73		27				
HSP	58	64	58	60	67	60	54				
WHT	65			65							
FRL	57	72	55	50	59	67	38				
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	39	48		46	24						
ELL	61	59	54	65	58	48	48				
BLK	50	53	45	58	37	33	19				
HSP	71	64	60	72	65	49	57				
WHT	68	45		74	73						
FRL	71	63	68	69	61	39	47				

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	56
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	55
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	53

English Language Learners	
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	58
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	54
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	76
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	56
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?

Reading is the lowest scoring subject for Oakshire Elementary. Our 5th grade had the lowest percentage of proficiency with 41% and 4th grade had the highest with 64% proficiency. Our SWD students scored the lowest of the subgroups in ELA Achievement and Learning Gains.

Students with disabilities scored the lowest of all subgroups in ELA Achievement and Learning Gains as well as Math Achievement and Learning Gains for the 2019 school year.

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

The Reading Lowest 25% is the data component that has the greatest need.

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

The 5th Grade Co-hort had the largest number of students in the lowest 25% component. This particular group of students have struggled academically since 19-20 with the onset of the pandemic. As 3rd graders they missed 3 month of school, did not take the FSA, and were taught at home via work packets. As 4th graders in 20-21, a majority of this co-hort remained at home and were taught virtually. When these children returned as 5th graders in 21-22, they were behind. These students will not be at Oakshire for 22.23. This year we have the introduction of the B.E.S.T. standards and F.A.S.T. as the summative assessment, We will have our Tier 1 instruction aligned with the standards and work with teachers as they implement the CRMs as their plans. We want to ensure the Tier 1 instruction is effective. We also will have systems in place for small group instruction, Tier 2 intervention and Tier 3 intervention in reading. We have our push in support system of 7 trained interventionists in place to provide additional reading support to those students who need it. Reading tutoring will also be provided.

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

The Math Proficiency is the data component that showed the most improvement.

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

Jordan Stochich, whose background is in all subjects, but is well trained in elementary math and science, worked more directly with students and teachers. She planned with all 3-5 grade teachers in Math. She also supported teachers in the classroom with classroom walks and modeling lessons when needed. Math intervention was added to the schedule and teachers devoted

more time to accelerating students' understanding of math skills and providing help in filling gaps in fundamental math skills. Additionally, teams promoted friendly cross grade competitions regarding math facts, with the reward being the Math Field Day in December

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

First, we will ensure teachers are teaching to the level of the BEST standards, and that student tasks are aligned. We will monitor this weekly through PLC planning and classroom walks. Next, we will have teachers monitor more closely students' instructional paths in iReady. They will monitor through the week students time on task and pass rates. When students are struggling, they will intervene. The team will also assign lessons in iReady to accelerate their understanding of the standard. We have built in a formal time for teachers to work with students with iReady issues on Wednesdays. The leadership team members are assigned grade levels to monitor teacher's monitoring of iReady. This is remediating basic skills and accelerating student learning. Next, we will be closely following the interventions and the MTSS process. Students are starting "informal" interventions the 2nd week of school. Teachers will be providing services based on the EOY iReady Reading and Math Instructional groups from last year during the intervention time. To make sure we have students appropriately placed in reading interventions and in their iReady path, week one the teachers are using the Wonders Fluency Assessment to test students' reading fluency. We will use that as a second data point with this year's BOY iReady Reading Diagnostic, FSA scores and the BOY FAST assessment to create the intervention groups. This will support accelerated learning. We will also use the accelerated tutoring model in all tutoring this year.

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.

We are providing various teacher support meetings and professional development to support our staff. First, the leadership team provided a summer planning PD in July where the leadership team reviewed the BEST standards in reading and math, the new curriculum for both subjects, and the CRMs and its accompanying resources. Next, Ms. Stochich and Ms. Duvall will be providing weekly support in planning and collaborate during PLCs. This will focus on how to deliver whole group and small group instruction effectively to our academically diverse population. Some of our PLCs will be data meetings where we discuss students', identify issues, come up with a plan and implement the plan. This Plan-Do-Check-Act- process will be modeled and taught to the teacher to help them create an ongoing process of intervention progress monitoring. Additionally, we will have PDs on the effective use of iReady and how to intervene to accelerate student performance in reading and math, how teachers can use ELL data such as ACCESS and WIDA to identify strategies that will help their ELL student access the content more easily. Lastly, we will be having periodic Social Emotional Learning PD to support the teachers in compliance with the county initiative.

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

First, we have increased our teacher support regarding our planning process. Our summer planning PD and our improved system of weekly collaborative PLCs with teachers that includes planning, progress monitoring and the use of the Plan-Do-Check-Act process will create a system that will provide the oversight needed to ensure effective teaching. Next our leadership team, interventionists and paraprofessionals will be pushing into classes to assist teachers and students where needed in ELA

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning

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

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture that supports social and emotional learning, we will address the following school needs

Reading Learning Gains for the lowest 25%;
Math Learning Gains for the lowest 25% and
Science achievement

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

#1- Our Reading Learning Gains for the Bottom 25% will increase to 50% as evidenced by the Spring 2023 FAST Assessment.

#2- At least 80% of staff will agree/strongly agree that the teachers have been trained in a formal process that promotes discussion about student learning as evidenced by the Spring 2023 Panorama survey.

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

Regarding Measurable Outcome 1- We will identify our lowest 25 % in reading and math and make teachers aware of those students once we get that information. The lowest 25% will automatically be in Tier 2 and monitored for possible inclusion in Tier 3 if appropriate. These students will be highlighted in the SharePoint Excel Sheet data so we frequently review their progress in PLCs and at formal data meetings. The lowest 25% in Reading and Math will have a monitoring group created in iReady so we can regularly check their progress and intervene when necessary.

Person responsible for monitoring outcome:

Mark Charlton (mark.charlton@ocps.net)

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

Processing of New Content
Focus Statement: The teacher systematically engages student groups in processing and generating conclusions about new content.
Desired Effect: Students are cognitively engaged with new content during interactions with other students.

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

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, and teaching students about and how to be aware of the key core competence areas of self-awareness, self-management,

relationship skills, and responsible decision-making, all of which, we equip them to effectively use interaction and collaboration with other to increase their achievement. We will be following the OCPS CRMs related to SEL along with the Leader In Me program materials.

Action Steps to Implement

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

#1. Review with staff as to how social and emotional learning is connected to instructional strategies - preplanning and PLCs

Person Responsible

Mark Charlton (mark.charlton@ocps.net)

#2. Share the common language to support a culture of social and emotional learning at Oakshire with adults and students through posting in hallways and classrooms and in conversations

Person Responsible

Mark Charlton (mark.charlton@ocps.net)

#3.- Create a process to examine the current school climate and culture three times in the year - (twice by school google form, once by Panorama/Cognia Survey)

Person Responsible

Mark Charlton (mark.charlton@ocps.net)

#4.- Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture like mindful breathing; recognizing the positive daily contribution of our peers, and frequent emotional health check ins.

Person Responsible

Mark Charlton (mark.charlton@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

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

Descriptor: Reading and Math whole group core instruction will be aligned to the standard of instruction and will include tasks that meet the full rigor of each standard. Instruction provided in small groups will meet one of three objectives: 1. Provide additional guided practice with the current grade level standard of instruction. 2. Provide additional guided practice with grade level standards taught during prior units of instruction. 3. Provide guided practice with critical standards that were not covered in school due to COVID-19 closures in 2020.

Rationale: In the spring of 2020, 59% of students in grades 3-5 scored a 3 or above on the Reading FSA, a drop of 10% from the prior year. In Math, grades 3-5 students dropped to 59% from 71 % the year prior. This year, in Reading 58% (a drop of 10%) of students made learning gains and only 45% (a drop of 13%) of the Bottom 25% made learning gains. In Math, 64% (a drop of 3%) of students made learning gains, and only 53% (a drop of 8%) of students made learning gains. By dedicating time to filling gaps, we can increase the number of students who make learning gains, which, over time, will increase the number of students performing at a satisfactory level on the state assessment.

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

60% of students will score a 3 (or proficient score) or above on spring 2023 Reading FAST. Additionally, 61 % of all students and 50% of students in the Bottom 25% will make learning gains.

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

Teachers will actively participate in the planning, teaching and learning processes to support students' attainment of knowledge and skills. The Professional Learning Community (PLC) procedure will be used to structure these processes. Grade level teachers along with leadership team members will work in a cohesive fashion to forge a path to success by focusing on standards, assessments, whole group as well as small group learning. By analyzing the outcomes of formative and summative assessments, the needs of the students will be kept in the forefront and adjustments to the instructional focus calendars and the instruction in the classroom will be made.

Person responsible for monitoring outcome:

Mark Charlton (mark.charlton@ocps.net)

Evidence-based Strategy: Describe the evidence-

Processing of New Content Focus Statement: The teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Students are cognitively engaged with new content during interactions with

based strategy being implemented for this Area of Focus.

other students.

Attention to Established Content StandardsThe teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Rationale for Evidence-based

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

This strategy will build teacher expertise in teaching the standards set forth by the state of Florida and will allow teachers to engage in a structured process for data analysis. Through data analysis, the teachers will identify strengths and areas for growth in each student and, in turn, develop lesson plans that aim to accelerate student learning. This acceleration in learning will result in increased learning gains and achievement.

Action Steps to Implement

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

#1. A cycle for Professional Learning Communities (PLCs) meetings for each grade level will be established based on the instructional focus calendars.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

#2. Teachers and leadership team members will attend and participate in PLC meetings weekly. Some meetings are led by teacher leaders and others by administrators.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

#3. Instructional leadership will make adjustments to the instructional focus calendar if warranted based on data collected and analyzed during those meetings.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

#3. Instructional Practice specifically relating to Science**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 NGSSA for Science , the data indicated that 40% of the 5th grade students showed proficiency. This was down 10% from 20-21. During 21-22 we had 2 new teachers to the team and they had not taught 5th Grade Science before. This year we have departmentalized 5th grade, grouping the Science with 2 teachers. Those teachers work closely with Ms. Stochich regarding science instruction and its alignment to the NGSS Standards. Additionally, since there is a strong correlation between a student's reading proficiency and their performance on the science NGSSA, we will provide reading tutoring with a significant emphasis on science topics in the tutoring. We also provide Science tutoring on Wednesdays to our Level 2 readers in 5th grade 2 times a month.

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

The 2023 NGSSA for Science will show an increase in 5th grade student proficiency from 40% to 50%.

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

During 5th Grade PLCs we will review unit test and PMA test data regularly and adjust instruction as needed to reach our goal. Ms. Stochich and I will be conducting classroom walks to monitor the science instruction and the student's understanding of the content. If necessary, Ms. Stochich will model lessons to provide further assistance to the teachers in their delivery of instruction.

Person responsible for monitoring outcome:

Mark Charlton (mark.charlton@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Processing of New Content Focus Statement: The teacher systematically engages student groups in processing and generating conclusions about new content. Desired Effect: Students are cognitively engaged with new content during interactions with other students. Attention to Established Content Standards The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

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

This strategy will build teacher expertise in teaching the standards set forth by the state of Florida and will allow teachers to engage in a structured process for data analysis. Through data analysis, the teachers will identify strengths and areas for growth in each student and, in turn, develop lesson plans that aim to accelerate student learning. This acceleration in learning will result in increased learning gains and achievement.

Action Steps to Implement

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

#1. Classroom walkthroughs are conducted regularly and science feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

#2. Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data are used to plan small group instruction and differentiation opportunities.

Person Responsible Mark Charlton (mark.charlton@ocps.net)

#3. Teacher/Student data will be reviewed in individual teacher data meetings

Person Responsible Mark Charlton (mark.charlton@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

More than 50% of all K-2 grade students performed on grade level or above according to the 2021-2022 - iReady End of the Year Reading Diagnostic. Kinder- 82%, 1st 59% and 2nd 65%. This information shows that our K-2 grade scored sufficiently and do not qualify for RAISE.

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

51% of the 5th Grade cohort scored below a level 3 on the 2021-2022 FSA ELA Assessment. Additionally, 55% of the 5th grade students performed below grade level according to the 2021-2022 iReady End of the Year Reading Diagnostic. Although this cohort no longer is at Oakshire Elementary, we want make sure our academic systems are improved to ensure that our students reach greater levels of proficiency. To address these academic concerns we plan to revise how we differentiate instruction in our reading interventions. All struggling readers in 3rd-5th grades will benefit by using a set of comprehension building practices to help them make sense of the text. Depending on student need, some are building students' decoding skill related to multisyllabic words, include fluency building activities, and strategies to help build comprehension.

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)

NA

Grades 3-5: Measureable Outcome(s)

Our current 5th grade class achieved 64% proficiency on the 2021-2022 FSA Reading Assessment. We would like them to reach 67% proficiency on the 2022-2023 FAST EOY Reading 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 PLC team (grade level teachers, coaches and principal) will review last year's student data (iReady and FSA Reading) to know the achievement level of each child at the end of the 21-22 school year. Progress monitoring of data will happen in various ways through the year during the 5th PLC meetings and other scheduled times: during PLC review of formative assessments (exit slips/ classwork), at monthly PLC data meetings to review students' district unit assessment data, and and through bi-weekly Leadership review of intervention data. MTSS data reviews will have approximately every 6 weeks with teachers. There will be formal data meetings (small group or one/one) after the BOY FAST and iReady data are reports are available, and then at the MOY FAST and iReady release of data.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Charlton, Mark, mark.charlton@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 practices to be implemented are adopted from the What Works Clearinghouse. The WWC is part of the Institute of Education Services within the DOE. The practices have very strong evidence in their effectiveness in improving students' reading in grades 3-5. These practices align with the districts K-12 Reading Plan and will be aligned with the B.E.S.T. Standards. Some of the strategies to be used are:

1. Build students' decoding skills with complex multisyllabic words
2. Provide purposeful fluency-building activities
3. Routinely use a set of comprehension-building practices to help students make sense of the text
 - A. Build students' background
 - B. Consistently provide students with opportunities to ask and answer questions
 - C. Teach students a routine for determining the gist of a short section of text
 - D. Teach students to monitor their comprehension as they read
4. Provide students with opportunities to practice making sense of challenging text

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?

With less than 50% of our 21-21 5th graders achieving proficiency in the FSA ELA Assessment, the WWC practices with aid us in improving our interventions to make sure they better meet the needs of struggling readers.the WWC indicates that these practices have strong evidence in improving students' reading if used correctly.

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
Our coaches will review the WWC Practice Guide for providing reading interventions for students in 4-9 Grade and create a plan for implementing them in our 3rd-5th grade reading interventions.	Charlton, Mark, mark.charlton@ocps.net
The coaches will review and train the 3rd-5th grade interventionists on the incorporation of the WWC practices to be used during interventions.	Charlton, Mark, mark.charlton@ocps.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Oakshire Elementary has long been considered a warm, welcoming, and positive place. Visitors frequently comment on the good feeling that they have when they come to campus. Identifying the structures and practices that create that environment is sometimes difficult. Our teachers and staff members are encouraged to collaborate in order to meet the academic needs of our students. Grade level teams work together and support each other through the process of lesson planning based on data. Paraprofessionals work side by side with classroom teachers to help students reach their full academic potential. Through the amount of time that our teachers and staff spend together, they have become like family. Teachers and staff members can publicly recognize those who help them by posting notes on our "Today I'm Saying Thank You" shout out board. The administrators recognize the efforts of teachers and staff by awarding Tokens of Appreciation which are used in staff raffles called "Staffles." Recognition and appreciation of work is critical to the success of the school. When teachers and staff feel valued, they in turn treat their students in the same manner. This helps to build classrooms in which the students treat each other with respect. Students receive lessons in class aimed at Social and Emotional Learning through which they learn to recognize and regulate their feelings and behavior. These lessons also allow the students to recognize and relate to the feelings and behaviors of others. Parents are invited to participate in various activities at school. Some of our academic focused events include Reading, Math, and Science nights along with FSA night. The majority of our family events are coordinated through our PTA and provide fun activities in which families can participate and interact with each other on and off campus. PTA events are planned based on input from families regarding the types of activities they would like to attend. Parents are invited to participate in our School Advisory Council in which they help monitor school improvement efforts. Annual Cognia climate surveys are administered to faculty, staff, students, and parents. Results are analyzed at our May SAC retreat and plans to address areas for growth are generated.

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

Teachers and staff- In their interactions with students, staff and parents. We are continuing our SEL initiative to grow in this area. All teachers are required to participate in the SEL PDs and to provide this information to their students.

Administration and school leadership- to ensure that we implement SEL PD and strategies with our students and staff.