Oakshire Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Oakshire Elementary

14501 OAKSHIRE BLVD, Orlando, FL 32824

https://oakshirees.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Charlton, Mark	Principal	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 observation feedback, and reviews data weekly with the administrative team and teachers. 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 and data. 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 the school's vision and school improvement.
Cardoso, Michelle	Assistant Principal	The Assistant Principal conducts classroom observations and assists grade levels with planning and executing standards-aligned instruction. She also works with teachers to develop, implement, and analyze results of common assessments. She supports students' success through communication of high expectations, analysis of data and monitoring of progress. Mrs. Cardoso attends to discipline in the school and works with teachers, students, and families to address concerns. The assistant principal facilitates the efforts of the School Advisory Council and helps to manage the facilities. The Assistant Principal is an active participant in the MTSS school wide plan and makes school improvement recommendations regarding the data. Mrs. Cardoso also maintains the weekly "SharkBites" newsletter for faculty and staff including school activities, training opportunities, hospitality events, teaching tips, and other relevant information.
Stochich, Jordan	Curriculum Resource Teacher	The Curriculum Resource Teacher serves as the testing coordinator for al standardized testing at Oakshire. Mrs. Stochich is responsible for monthly progress monitoring reviews and mainitiang updated Sharepoint student data. In addition, Mrs. Stochich provides Tier 2 intervention support for students and works with teachers to ensure that data collected as part of the MTSS process is accurate and updated. Ms. Stochich is an integral part of the Leadership Team as she strategizes solutions and focuses on ensuring high student achievement through collaborations with teachers. She supports the principal with the schoolwide review of FAST ELA, FAST Math, and Science data. Adjustments to curriculum and additional resources are provided by Mrs. Stochich to teachers through collaboration at PLC and planning meetings.
Gonzalez Rodriguez, Lenssy	Staffing Specialist	The Staffing Specialist supports our ESE student population by organizing necessary IEP / Parent Meetings. She also collaborates with the ESE teacher on campus to provide ESE students with the necessary resources for success. She coordinates additional services for our ESE students such as Occupational Therapy, Physical Therapy, and Speech Therapy and maintains constant communication regarding their process with all involved

Name	Position Title	Job Duties and Responsibilities
		teachers. In addition, Mrs. Gonzalez will also service Oakshire's Gifted population with weekly Gifted classes.
Ortiz, Migdalia	Instructional Coach	The Instructional Coach facilitates teachers in working together as members of high performing collaborative teams who focus the teams' efforts on improved learning for students. She demonstrates (models) reading/learning strategies in classrooms, evaluates literacy needs within various subject areas, and collaborates with teachers and administrators. Mrs. Ortiz uses assessment data to improve instruction and problem solve solutions for teachers. In addition, she creates a system of Tier 2 intervention to provide students with additional time and support for learning. She also provides Tier 2 support to students during their intervention time. She works with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement.
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, assist in testing ACCESS, and reviews data with teachers. Mrs. Santos ensures that the school is in full compliance with State and Federal mandates for ELL students. She updates and reviews all program reports and supports the success of ELL students by monitoring their academic progress and conferencing with students as needed. Mrs. Santos coordinates the Multilingual Parent Leadership Committee meetings.
Duvall, Jennifer	Other	The Media Specialist works with the staff to promote literacy campus wide. She works with teachers to set schedules that will allow for weekly or biweekly checkout of books. She also reviews the current inventory of books to ensure that student selection is current and appealing to students of various grade levels and reading abilities. Mrs. Duvall also works with our News Crew to create schoolwide announcements that celebrate student academic achievement and update students and staff on events occuring at school. In addition, Mrs. Duvall provides small group reading intervention in both pull out and push in models. She works with teachers to maximize the effectiveness of their instruction in Reading. Mrs. Duvall works closely with our Leadership Team to coordinate family events and student incentive programs. She coordinates the efforts of the Reading support team and ensures that the students who need additional support receive it throughout the day.
Auffant, Denise	School Counselor	The school counselor provides small group and individual student counseling on campus. She provides a variety of groups to meet students' needs. Mrs.

Name	Position Title	Job Duties and Responsibilities
		Hernandez (Auffant) also provides whole group instruction using the Child Safety Matters Curriculum, Second Step Curriculum, and Leader in Me lessons. Throughout the year, Ms. Hernandez (Auffant) coordinates school-wide initiatives related to Red Ribbon Week, Resiliency Days, and Leader in Me activities. She is a member of the Leadership Team who looks for ways to include Resiliency standards as a strategy to improve student academic performance. Mrs. Hernandez (Auffant) is a member of the Threat Assessment Team and attends monthly meetings to address the needs of students in crisis.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Annual surveys are sent to all stakeholders (staff, families, and students) for input into the school's progress toward high academic achievement. These survey results are reviewed by administrators when proposing necessary plans of action for the following year. The results are also shared with staff members during the beginning of the following year and input as to how the identified challenges can be targeted and improved upon is gathered. Student academic data is reviewed routinely with teachers and input regarding strategies that contributed to the student success are shared collaboratively with all. Monitoring of the effectiveness of these strategies is conducted throughout the year as students engage in various assessment opportunities. This progress is also shared at SAC meetings with all stakeholders. Input from the community and families is then gathered and brought back to staff members on site to continue to adapt instruction to best meet student needs.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Weekly PLC meetings will focus on student progress in unit Standards Based Assessments. These meetings may also review data from the most recent Progress Monitoring assessments taken (FAST). This data will be used to adjust intervention groups to provide additional support for students with the greatest achievement gaps. Tier 2 and Tier 3 data will also be reviewed monthly to ensure data collection is ongoing and adjustments to intervention programs are made accordingly and in a timely manner. Additional after school tutoring will be offered to students who continue to show a large achievement gap even with additional interventions in place. Targeted focus on the progress of subgroups (ELL, SWD) will occur weekly to ensure that student needs are being met through either small group instruction in the classroom or through additional ESE support, if appropriate.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	11	14	29	21	11	20	0	0	0	106
One or more suspensions	0	3	0	1	0	2	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	16	26	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	2	8	12	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	7	16	16	0	0	0	0	47

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

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Students with two or more indicators	0	4	4	9	18	15	0	0	0	50

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Absent 10% or more days	6	27	18	28	17	21	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	12	14	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	7	15	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	15	15	0	0	0	30

The number of students by current grade level that had two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Students with two or more indicators	0	0	0	2	8	13	0	0	0	23

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	27	18	28	17	21	0	0	0	117
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	1	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	12	14	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	2	7	15	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	15	15	0	0	0	30

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	8	13	0	0	0	23

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	57	53	57	56	56	59		
ELA Learning Gains				59			68		
ELA Lowest 25th Percentile				48			58		
Math Achievement*	73	60	59	66	46	50	59		
Math Learning Gains				66			67		
Math Lowest 25th Percentile				56			61		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	59	63	54	42	61	59	50		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	74	59	59	55			54		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	57			
AMI				
ASN				
BLK	61			
HSP	65			
MUL				
PAC				
WHT	78			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	53			
AMI				
ASN				
BLK	58			
HSP	54			
MUL				
PAC				
WHT	76			
FRL	56			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			73			59					74
SWD	23			41							3	69
ELL	50			74			40				5	74
AMI												
ASN												
BLK	70			57							3	
HSP	59			74			55				5	73
MUL												
PAC												
WHT	75			80							2	
FRL	59			69			58				5	70

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	57	59	48	66	66	56	42					55
SWD	19	47	54	25	55	55	12					38
ELL	48	56	45	65	64	55	35					55
AMI												
ASN												
BLK	50	53		58	65		64					
HSP	55	59	44	66	64	53	37					57
MUL												
PAC												
WHT	72	83		72	75							
FRL	56	59	52	62	67	63	36					51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	68	58	59	67	61	50					54
SWD	25			33								50
ELL	48	62	56	56	62	62	45					54

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	90			80								
BLK	56	73		50	73		27					
HSP	58	64	58	60	67	60	54					54
MUL												
PAC												
WHT	65			65								
FRL	57	72	55	50	59	67	38					40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	54%	0%	54%	0%
04	2023 - Spring	59%	60%	-1%	58%	1%
03	2023 - Spring	58%	52%	6%	50%	8%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	59%	15%	59%	15%
04	2023 - Spring	71%	62%	9%	61%	10%
05	2023 - Spring	60%	55%	5%	55%	5%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	59%	-6%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading is the lowest scoring subject for Oakshire Elementary with 5th grade having the lowest percentage of proficiency with 61%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Although all data components showed an increase, 4th grade ELA had the smallest growth when compared to the prior year. For 22-23, 69% of 4th grade students achieved proficiency. This is only a 4% increase in proficiency from the prior year of 65% proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All Oakshire data components were higher than the state average. Third grade math proficiency showed the greatest gap from the state. 80% of Oakshire's 3rd graders were proficient. This is 22 percentage points higher than the state's 3rd grade math average of 58%.

Which data component showed the most improvement? What new actions did your school take in this area?

Fifth grade math proficiency showed the most improvement with 67% in 22-23 compared to 43% in 21-22. This was an increase of 24% in 5th grade math proficiency.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and Level 1 on the FAST ELA in grades 3-5 are two potential areas of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase ELA proficiency.
2. Increase Math proficiency.
3. Increase proficiency of our subgroups - SWD and ELLs.
4. Ensure 3rd grade ELA proficiency is high.
5. Target learning gains for our lowest quartile students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 positive culture and environment, we will improve attendance.

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

Students with 10% or more absent days will decrease to less than 10 students per grade level.

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

Attendance will be monitored through weekly reports provided by the registrar. Patterns in individual student attendance will be reviewed and meetings will be held with parents, social worker, and select members of the leadership team to ensure students attend school routinely. We will establish a system of attendance incentives ranging from recognizing entire grade levels that have the highest percentage of students in regular attendance as well as recognizing improved attendance for individual students.

Person responsible for monitoring outcome:

Mark Charlton (mark.charlton@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Intervention Support and Leader in me Habits will provide procedures, structures, expectations, and resiliency across campus during interactions inside and outside of the classroom including collaborative structures with peers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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 collaborative learning and resiliency, we will equip students to effectively interact and collaborate with others to increase their achievement. Lessons from the Leader in Me program will also be used biweekly to support a positive culture and climate.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review with staff how collaborative structures connects to academic success as well as resiliency in the classroom.

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

By When: September 2023

Share common language connected to Leader in Me habits and resiliency traits. These same traits will also be reinforced by all members of the staff through conversations with colleagues and students.

Person Responsible: Denise Auffant (denise.auffant@ocps.net)

By When: October 2023

Ensure schoolwide Positive Behavior Systems are in place and utilized by all staff members in common areas.
Ensure classroom teachers have a classroom system to reward and recognize Positive Behaviors within their own classroom.

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

By When: August 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities have scored low in ELA proficiency for the past two years. For the 21-22 school year, 38% of students with disabilities reached proficiency. For the 2022-2023 school year, 26% of the students with disabilities reached proficiency.

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

Oakshire will increase ELA proficiency of our students with disabilities to 41% by the end of the 2023-2024 school year.

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

Adjustments to instruction will be made in response to classroom data, progress monitoring assessment data, and student's learning progress in Exact Path. These data points will guide the adjustment to small group instruction as well as MTSS groups. In looking at continued areas of weaknesses of students with learning disabilities, MTSS groups will be formed to target the greatest gaps in student learning. Classroom walkthroughs will occur to address instructional delivery, student engagement, and the planning process through PLCs.

Person responsible for monitoring outcome:

Mark Charlton (mark.charlton@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase student achievement for our students with disabilities, instruction will be monitored for alignment to the grade level standards. Students with disabilities will receive instruction from the Exceptional Student Education teacher through a combination of support facilitation in their own classroom as well as additional pull out time, if needed. The majority of instruction will take place alongside the ELA teacher to ensure consistency in the grade level standards instruction for both classroom teacher and support facilitation teacher. Teachers will collaborate during common planning to ensure instruction for Students with Disabilities is comprehensible and meets their needs. For students with greater need, small group instruction can occur where students will learn to decode words, analyze word parts, and write and recognize words.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Standards based instruction ensures that both students and teachers have a clear understanding of the standards. Teachers are able to provide instruction that is aligned to the mastery of skills students are expected to learn. This will allow for students to perform more proficiently on the Florida State Assessment. Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur to better scaffold student learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A students with disability data group will be created through Performance Matters and Successmaker to monitor progress in unit assessments and through district approved computer programs.

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

By When: August 2023 - May 2023

Discussion during planning and PLC data review will focus on instructional strategies that will support growth and success of students with disabilities.

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

By When: August 2023- May 2023

Weekly data meetings will include a focused data analysis of students with disabilities.

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

By When: August 2023- May 2023

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the 22-23 FSA Science assessment, the data indicated that 59% of the 5th grade students showed proficiency. This was an increase of 19% from the year 21-22. Although there was a substantial increase in science scores, continued focus on science instruction and monitoring is needed to ensure that students attain higher proficiency levels. This is the only area of proficiency where Oakshire has not met or surpassed the 60% proficiency threshold.

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

The 2024 FSA Science assessment will show an increase in 5th grade student proficiency from 59% to 64%.

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

Growth in science proficiency will be monitored through the use of district based Science Progress Monitoring Assessments and through weekly monitoring of Study Island usage and standards based unit assessments.
Administration and the leadership team will conduct classroom walks to monitor science instruction and student understanding of the content. As necessary, Ms. Stochich will model lessons to provide further assistance to teachers in their delivery and monitoring of instruction. In addition, fifth grade teachers will utilize Alt PE time to provide students with hands on labs that will engage students in application of concepts discussed in class. These labs will also be monitored through our weekly walkthroughs. Parents will be informed and PE waivers will be documented in the student management system.

Person responsible for monitoring outcome:

Mark Charlton (mark.charlton@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic coaching support focused on data analysis and differentiation of instruction will be utilized to support this area of focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy includes an effort to strengthen instructional practice through the use of differentiated instruction and focus on science content teaching to include vocabulary instruction. In addition to content instruction, application of taught concepts through hands on activities will further results in improved instructional effectiveness and increased student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ongoing professional development will be provided during common planning to assure standards based instruction is implemented with fidelity.

Person Responsible: [no one identified]

By When: August 2023 - May 2024

Data meetings held biweekly with science teachers to review student progress and plan instruction based on identified trends.

Person Responsible: [no one identified]

By When: August 2023 - May 2024

Differentiated instruction utilizing hands on labs to support and extend the content area learning will occur once a week.

Person Responsible: [no one identified]

By When: September 2023 - May 2024