Oakridge Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Oakridge Elementary School

1507 N 28TH AVE, Hollywood, FL 33020

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

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.

The mission of Oakridge Elementary School is to develop an effective learning environment through strong relationships between teachers, staff, parents, business partners, and members of the community. We believe that all students can learn in a safe, standards-driven, technologically advancing, and culturally diverse school.

Provide the school's vision statement.

All stakeholders at Oakridge Elementary will collaborate to provide a safe, happy, loving educational environment in which high quality instruction, social emotional learning, and positive behavior development is provided for all families and stakeholders. We, the students and staff of Oakridge Elementary will work together to help one another reach our fullest potential.

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
Pinder, Te'Anka	Assistant Principal	Supervises the instructional and procedural components of the school.
Kornhauser, Lee	Assistant Principal	Assists with the supervision of the instructional and procedural components of the school.
Moore, Kelly	Curriculum Resource Teacher	Supervises the planning, implementation, and monitoring of the Science curriculum.
Aramboles, Iara	School Counselor	Supervises the planning, implementation, and monitoring of the LSW and Counseling curriculum.
Defelice, Lesia	Math Coach	Supervises the planning, implementation, and monitoring of the Math curriculum.
Greenidge, Leanna	Reading Coach	Supervises the planning, implementation, and monitoring of the Literacy curriculum.

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.

In order to develop our SIP, we utilized input from all stakeholders. First, the SIP was discussed with our leadership team and input was shared by all. Then, we requested input from our SAC members who contributed with their ideas and suggestions. After collecting all the information from all stakeholders, we developed our SIP.

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))

The SIP will be regularly monitored for effective implementation through weekly leadership team meetings, classroom walk-throughs, student progress monitoring data, and behavioral data analysis. Through these monitoring efforts, the SIP will be revised, if necessary, by discussing it with our SAC members and all stakeholders to receive feedback and suggestions for revisions.

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	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D 2019-20: C

	2018-19: C
	2017-18: D
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	35	45	41	40	24	30	0	0	0	215
One or more suspensions	0	0	4	4	2	1	0	0	0	11
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	17	19	24	42	26	29	0	0	0	157
Level 1 on statewide Math assessment	0	17	27	41	22	22	0	0	0	129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	7	18	28	7	8	0	0	0	69

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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	22	32	50	26	25	0	0	0	167

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	7	15	6	4	0	0	0	35
Students retained two or more times	0	0	4	0	0	0	0	0	0	4

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

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	44	47	42	37	34	37	0	0	0	241
One or more suspensions	0	3	1	9	10	6	0	0	0	29
Course failure in 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	37	23	34	0	0	0	94
Level 1 on statewide Math assessment	0	0	0	37	45	52	0	0	0	134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	11	2	4	4	0	0	0	34

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	1	14	11	39	33	48	0	0	0	146

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	6	7	27	3	2	0	0	0	46
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	44	47	42	37	34	37	0	0	0	241
One or more suspensions	0	3	1	9	10	6	0	0	0	29
Course failure in 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	37	23	34	0	0	0	94
Level 1 on statewide Math assessment	0	0	0	37	45	52	0	0	0	134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	12	11	2	4	4	0	0	0	34

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	1	14	11	39	33	48	0	0	0	146

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	1	6	7	27	3	2	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	

(Grade Level columns: K 1 2 3 4 5 6 7 8)

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*	29	56	53	30	58	56	25		
ELA Learning Gains				53			31		
ELA Lowest 25th Percentile				38			38		
Math Achievement*	31	62	59	20	54	50	17		
Math Learning Gains				50			39		
Math Lowest 25th Percentile				50			54		
Science Achievement*	33	48	54	19	59	59	24		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	44	59	59	60			44		

* 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)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	165
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	99
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	18	Yes	2	2
ELL	31	Yes	1	1
AMI				
ASN				
BLK	33	Yes	4	
HSP	32	Yes	1	
MUL				
PAC				
WHT				

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%
FRL	32	Yes	2	

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	29	Yes	1	1
ELL	49			
AMI				
ASN				
BLK	36	Yes	3	
HSP	42			
MUL				
PAC				
WHT	44			
FRL	39	Yes	1	

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	29			31			33					44
SWD	12			18			20				5	23
ELL	30			30			38				5	44
AMI												
ASN												
BLK	30			33			36				4	
HSP	29			32			36				5	42
MUL												

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
PAC												
WHT												
FRL	26			29			30				5	49

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	30	53	38	20	50	50	19					60
SWD	9	40	38	13	31	18	13					67
ELL	36	67		27	53							60
AMI												
ASN												
BLK	22	54	44	17	55	50	12					
HSP	35	52	40	26	47	55	23					57
MUL												
PAC												
WHT	56	64		6	50							
FRL	29	55	39	16	50	52	15					56

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	25	31	38	17	39	54	24					44
SWD	8	31		7	15		0					
ELL	30			17								44
AMI												
ASN												
BLK	21	33		14	37		22					
HSP	28	32		22	36		30					44
MUL												
PAC												
WHT												
FRL	23	33	45	16	36	60	22					36

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	39%	56%	-17%	54%	-15%
04	2023 - Spring	22%	61%	-39%	58%	-36%
03	2023 - Spring	24%	53%	-29%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	29%	62%	-33%	59%	-30%
04	2023 - Spring	34%	65%	-31%	61%	-27%
05	2023 - Spring	34%	58%	-24%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	46%	-14%	51%	-19%

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.

Our lowest component from the 2022-2023 school year was ELA proficiency. That component improved 2%, from 30% to 32% in grades 3-5. We believe a major contributing factor in this minimal improvement is due to it being the first year following the BEST Standards with measuring through the FAST Assessment.

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

Of the 3 data components measured from the 2022-2023 school year, we did not have a decline in any. We experienced an increase in all components, with the smallest increase being discussed in the above question 1.

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.

When comparing to the state average, our greatest gap was in our ELA proficiency. The state average was 54%, while our average was 28%. The factors that contributed to this gap were a need to improve our Tier I instruction, as well as improving our standards-based interventions in Reading.

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

The component that showed the most improvement was Science proficiency. Our proficiency in this component increased from 19% to 38%, an increase of 19% in one year. We believe this increase is due to the actions of our Science Coach. The coach created a specific schedule for herself for classroom assistance, in addition to providing various resources for teachers in all grade levels. Also, the coach made fifth grade a priority and closely monitored the progress monitoring data and met with the teachers to track pacing.

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

Reflecting on the EWS data from Part I, one of our major potential areas of concern are our students with 10% or more days absent. Historically, absenteeism at our school has been an area of concern.

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

1. Improve Tier I instruction in ELA, Math, and Science
2. Improve teacher's lesson planning and preparedness
3. Improve school culture and moral to reflect a "can do" approach, attitude, and belief

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

According to our 2023 F.A.S.T. PM3 ELA data, 29% of are students performing on grade level and beyond. Benchmark-aligned instruction is needed to improve Tiered instruction to meet the expectations and rigor of the B.E.S.T. Standards. More specifically, in order to increase proficiency for all students, it is essential that instruction and student tasks are benchmark-aligned.

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

By June 2024:
Grade 3 - 51% of students will score Level 3 or above in ELA as measured by FAST state assessments
Grade 4 - 45% of students will score Level 3 or above in ELA as measured by FAST state assessments
Grade 5 - 42% of students will score Level 3 or above in ELA as measured by FAST state assessments

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

Coaches and administration will conduct classroom walkthroughs daily and provide immediate feedback/ data via the shared Microsoft Forms feedback tool. The data will be utilized to drive coaching, ongoing professional learning, and student support. Coaching will improve benchmark-aligned instruction through the implementing the coaching cycle, to include co-planning, modeling, co-teaching, and providing feedback.

Administration and coaches, will attend weekly grade level planning sessions. The planning sessions will focus on high-quality, standards-based teaching and learning strategies, resources and progress monitoring.

Admin and coaches will meet each Thursday to analyze student and classroom walkthrough data to design supports and interventions for both students and teachers in order to improve outcomes.

Formative assessment data (Benchmark Advance Unit Assessments, I-Ready Diagnostic, and FAST PM2) and observation will be utilized to measure the impact and outcomes within our Area of Focus.

Person responsible for monitoring outcome:

[no one identified]

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.)

The formal teacher evaluation system (iObservation), formative Assessments, Feedback, Metacognitive Strategies, and Classroom Management are evidence-based strategies that are being implemented for this Area of Focus. Also, one and a half additional interventionists are being hired through UNISIG funding to support our Area of Focus.

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

The rationale for selecting these specific strategies is to improve teaching practices which will in turn improve student achievement. These strategies are the most effective according to the research.

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.

Administration and instructional coaches will provide benchmark-aligned instruction professional development for teachers.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: October 2023 - May 2024 (ongoing)

Instructional coaches and administration will monitor implementation of the strategies from the professional development and classroom supports via classroom walkthroughs.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: August 2023 - May 2024

Data chats - Instructional coaches, administration, and teachers will meet to analyze data trends and plan for next steps to improve outcomes.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: October 2023 - May 2024

Teachers, instructional coaches, and administration will progress monitor via formative assessments (i-Ready Diagnostics, curriculum resource assessments).

Person Responsible: Lee Kornhauser (lee.h.kornhauser@browardschools.com)

By When: August 2023 - May 2024

Administration will monitor the implementation and effectiveness of coaching (coaches & interventionists) supports through coaches' meetings, coaching logs and data analysis.

Person Responsible: Lee Kornhauser (lee.h.kornhauser@browardschools.com)

By When: August 2023 - May 2024

#2. Instructional Practice specifically relating to Collaborative Planning

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.

According to our 2023 F.A.S.T. PM3 ELA data, 29% of students are performing on grade level and beyond and 32% for math. Additionally, data from last year's state support visits, as well as administration's observation data indicate a need for improvement in planning. Improving teacher lesson planning will impact student achievement through maximizing instructional time, providing effective, targeted instruction as well as improving specificity of what students need to learn.

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

By June 2024:
Grade 3 - 51% of students will score Level 3 or above in ELA as measured by FAST state assessments
Grade 4 - 45% of students will score Level 3 or above in ELA as measured by FAST state assessments
Grade 5 - 42% of students will score Level 3 or above in ELA as measured by FAST state assessments

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

Classroom walkthroughs will be conducted daily, with immediate feedback. Common grade level planning meetings will be attended by administration and coaches, with a focus on high-quality, standards-based teaching and learning. Curriculum support will meet weekly to analyze student formative assessment data and design supports and interventions for both students and teachers in order to improve outcomes.

Person responsible for monitoring outcome:

Lee Kornhauser (lee.h.kornhauser@browardschools.com)

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.)

Grade level planning meetings will be scheduled and attended by the school leadership team. Instructional coaches will provide guidance (i.e. modeling, expectations, etc.) to teachers during planning meetings for proper lesson planning and preparation.

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

The rationale for selecting this specific strategy is to improve teaching practices which will in turn improve student proficiency. This strategy is the most effective according to the research, our observations, and our collected data points.

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.

The school leadership team will create a schedule for grade level planning meetings.

Person Responsible: Lee Kornhauser (lee.h.kornhauser@browardschools.com)

By When: August 2023

Administration and instructional coaches will attend the grade level planning meetings on Tuesday and Wednesday afternoons to provide modeling and expectations for lesson planning and preparedness.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: August 2023 - May 2024

The school leadership team will monitor and analyze assessment data (both formative and summative) on a weekly basis to measure progress towards improving student achievement levels.

Person Responsible: [no one identified]

By When: August 2023 - May 2024

#3. Positive Culture and Environment specifically relating to Other

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.

Based on our RAISE data 75%, 77% and 61% of grades 3, 4 and 5 students respectively were not proficient on the 2023 FAST assessment. In science, 38% of students were proficient on the 2023 SSA . In Math, 32% of students were proficient on the 2023 FAST Math assessment. Improving positive school culture for teachers, students, staff, and parents will allow Oakridge ES to develop and foster a more positive view of the school for all stakeholders. More specifically, enhancing positive culture in the school will result in increases in student achievement in all areas.

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

By June 2024:
Grade 3 - 51% of students will score Level 3 or above in ELA as measured by FAST state assessments
Grade 4 - 45% of students will score Level 3 or above in ELA as measured by FAST state assessments
Grade 5 - 42% of students will score Level 3 or above in ELA as measured by FAST state assessments
By June 2024, 48% of students will be proficient on the SSA science assessment.
By June 2024, 46% of students will be proficient on the FAST ELA assessment.

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

We will monitor the effectiveness as follows:
ELA - F.A.S.T. Progress Monitoring Assessments (PM1-3), i-Ready Diagnostics
(Assessment Periods 1-3), Benchmark Advance Unit Assessments ELA (monthly):
Math - F.A.S.T. Progress Monitoring Assessments (PM1-3), i-Ready Diagnostics (Assessment Periods 1-3), Envision Topic Assessments (Biweekly)
Science: Mastery Connect Monthly Assessments, State Science Assessment

Person responsible for monitoring outcome:

Lee Kornhauser (lee.h.kornhauser@browardschools.com)

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.)

The following strategies will be implemented in order to build positive culture and student achievement:

- Benchmark aligned planning and implementation of lessons
- Student discourse and collaboration
- Celebrating students' success (classroom-based and school-wide)
- Celebrating teacher/staff success school-wide via displays around campus and correspondences

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

Research shows that positive school culture and outlook results in increased student achievement. When students and staff feel supported, successful and are excited to come to school, teacher and learning are greatly impacted. This creates the the optimal environment for high-quality instruction to include differentiation, goal setting and celebrating success.

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.

We will provide professional development and collaborative planning to support teachers with the explicit use of data-driven and teacher-led instruction to provide multiple opportunities and modalities for students to demonstrate their learning.

Person Responsible: Leanna Greenidge (leanna.greenidge@browardschools.com)

By When: August 2023 - May 2024

Improve teacher instruction via a personalized professional development program. Professional development, PLCs, and support will be based on classroom observation, formative assessment data, and teacher selection via teachers' BrIDGES Deliberate Practice input.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: October 2023 - June 2024 (ongoing)

Monthly data chats and providing teacher feedback will equip teachers with the strategies and support to progress monitor and provide timely and actionable feedback to students in order increase student achievement.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: Monthly; October 2023 - May 2024

Students will track and record their academic growth and participate in conferences with their classroom teachers to set goals.

Person Responsible: Leanna Greenidge (leanna.greenidge@browardschools.com)

By When: Monthly; November 2023 - May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our process for reviewing school improvement funding allocations are as follows:
- Meet with leadership team to identify areas of need through analyzing student achievement data
- Meet with leadership team to discuss needed materials/resources to address these areas of need
- Contact resource vendors to receive price quotes for materials
- Meet with leadership team to create plan for implementing materials in identified areas of need

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

According to state data, more than 50% of our students in Grades K-2 scored at or above Level 3.

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

According to state data, more than 50% of our students in each of Grades 3-5 scored below a Level 3. Therefore, our areas of focus / goals for each of those grades are as follows:
Grade 3 - 75% of students scored below Level 3; Tier 1 instruction will be the area of focus, including whole group and small group instruction and strategies
Grade 4 - 77% of students scored below Level 3; Tier 1 instruction will be the area of focus, including whole group and small group instruction and strategies
Grade 5 - 61% of students scored below Level 3; Tier 1 instruction will be the area of focus, including whole group and small group instruction and strategies

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 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 Measurable Outcomes

According to state data, more than 50% of our students in Grades K-2 scored at or above Level 3.

Grades 3-5 Measurable Outcomes

According to state data, more than 50% of our students in each of Grades 3-5 scored below a Level 3. Therefore, our areas of focus / goals for each of those grades are as follows:
Grade 3 - 75% of students scored below Level 3; Our goal is to decrease that percentage by 29%, therefore 54% of students will score Level 3 or above as measured by state assessments

Grade 4 - 77% of students scored below Level 3; Our goal is to decrease that percentage by 31%, therefore 54% of students will score Level 3 or above as measured by state assessments
Grade 5 - 61% of students scored below Level 3; Our goal is to decrease that percentage by 15%, therefore 54% of students will score Level 3 or above as measured by state assessments

Monitoring

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 impact student achievement outcomes.

Classroom walkthroughs will be conducted with immediate feedback. Common grade level planning meetings will be attended by administration and instructional coaches, with a focus on high-quality, standards-based teaching and learning. Curriculum support will meet weekly to analyze student data and design supports
and interventions for both students and teachers in order to improve outcomes. Ongoing monitoring will impact student achievement outcomes through regular monitoring practices and making any necessary adjustments to instructional practices as a means to reach our desired outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Kornhauser, Lee, lee.kornhauser@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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 main evidence-based practices / programs being implemented to achieve the measurable outcomes in ELA
are whole group and small group instruction, utilizing Benchmark Advance, i-Ready, and Imagine Learning. These practices / programs are district approved, as well as meet Florida's definition of evidence-based, align with the district's K-12 Comprehensive Evidence-based Reading Plan, and align to the BEST ELA Standards.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The above discussed practices / programs were selected because they address our identified areas of need, and have a proven record of effectiveness.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy leadership and coaching will conduct classroom walkthroughs with immediate feedback.	Kornhauser, Lee, lee.kornhauser@browardschools.com
Literacy leadership and coaching will attend common grade level planning meetings, with a focus on high-quality, standards-based teaching and learning (including assessments).	Kornhauser, Lee, lee.kornhauser@browardschools.com
Literacy leadership and coaching will attend weekly curriculum meetings to analyze student data and design supports and interventions for both students and teachers, as well as professional learning for teachers.	Kornhauser, Lee, lee.kornhauser@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All information will be disemminated on the school website, via routine ParentLink communications (voice and emails), at School Advisory Council meetings, and at parent curriculum meetings (Family Nights).
https://www.browardschools.com/oakridge

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Positive relationships with parents, families, and other community stakeholders are formed through consistent, positive communications, and school events in which stakeholders are presented with information and performances, as well as student work exhibits.
https://www.browardschools.com/oakridge

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In addition to initiatives that were implemented in the 2022-2023 school year, we also plan on focusing on 3rd grade reading proficiency, writing in 3rd, 4th, and 5th grade, and learning gains in 3rd through 5th grade. Students will be provided interventions by our reading, math, and science interventionists/ coaches. Teachers will be provided support by our administration, curriculum coaches, and interventionists. Curriculum Coaches and School-based administrators will be sitting in weekly on grade level planning meetings.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as IDEA, Title III, UniSIG, and 21st Century Community Learning Center. All of these grants work cohesively to provide the very best opportunities for our students to receive a world class education.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$203,513.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0461 - Oakridge Elementary School	UniSIG	1.0	$62,805.00
			Notes: One full-time Resource Teacher/interventionist will serve students in grades KG through 5 to ensure that students are provided support to reach grade level proficiency and achieve learning gains.			

	5100	120	0461 - Oakridge Elementary School	UniSIG	0.5	$31,400.00
		Notes: A part-time interventionist will serve students in grades KG through 5th to ensure that students are provided support to reach grade level proficiency and achieve learning gains.				
	5100	643	0461 - Oakridge Elementary School	UniSIG		$15,575.00
		Notes: Promethean Boards Purchase five Promethean boards and stands to improve the learning environment and provide high quality instruction to all students. - (1) Promethean ActivPanel 75" Standard Bundle, $2,560 - (4) Promethean ActivPanel 75" Premium Bundle , $2,785 - (5) Promethean ActivPanel Fixed-Height Mobile Stand, $375				
	5100	510	0461 - Oakridge Elementary School	UniSIG		$21,072.00
		Notes: Curriculum Associates Purchase Magnetic Reading print materials will be purchased to help students learn on-grade level concepts and standards. - (4) Magnetic Reading Foundations Classroom Decodable Library Set Grade K - (75) Magnetic Reading Foundations Florida Student Workbook Set Grade K - (4) Magnetic Reading Foundations Florida Teacher Guide Set Grade K - (4) Magnetic Reading Foundations Classroom Decodable Library Set Grade 1 - (70) Magnetic Reading Foundations Florida Student Workbook Set Grade 1 - (4) Magnetic Reading Foundations Florida Teacher Guide Set Grade 1 - (5) Magnetic Reading Foundations Classroom Decodable Library Set Grade 2 - (86) Magnetic Reading Foundations Florida Student Workbook Set Grade 2 - (5) Magnetic Reading Foundations Florida Teacher Guide Set Grade 2 - (75) Magnetic Reading Florida Student Book Grade 3 - (80) Magnetic Reading Florida Student Book Grade 4 - (64) Magnetic Reading Florida Student Book Grade 5				
	6400	369	0461 - Oakridge Elementary School	UniSIG		$6,035.00
		Notes: Curriculum Associates iReady Teacher Tool Box Purchase iReady teacher toolbox for tiered instructional purposes. During the school day, this resource will aid in providing teachers and relevant instructional support members with tiered lessons and activities to appropriately meet student academic needs. Site License term date will not extend pass July 31, 2024.				
	5100	510	0461 - Oakridge Elementary School	UniSIG		$6,036.00
		Notes: Science Texts will be purchased from Follett will be purchased for supplemental science, standards-based instruction. These include Lesson Plans with Independent and Guided Reading Libraries.				
	5100	530	0461 - Oakridge Elementary School	UniSIG		$8,721.00
		Notes: Studies Weekly Purchase Science and Social Studies Weekly for all students. - (65) Florida Studies Weekly: My Home and School Community - (70) Florida Studies Weekly: My Place in Time and Space - (85) Florida Studies Weekly: The World Around Me - (75) Florida Studies Weekly: My Community, My State - (80) Florida Studies Weekly: Our Changing State - (63) Florida Studies Weekly: Our State, Our Nation - (65) Science Studies Weekly - Kindergarten - (70) Science Studies Weekly - First Grade - (85) Science Studies Weekly - Second Grade - (75) Science Studies Weekly - Third Grade - (80) Science Studies Weekly - Fourth Grade - (63) Science Studies Weekly - Fifth Grade				
	5100	210	0461 - Oakridge Elementary School	UniSIG		$12,784.00
		Notes: Retirement: Resource Teachers/Interventionists				
	5100	220	0461 - Oakridge Elementary School	UniSIG		$7,207.00
		Notes: FICA (Social Security): Resource Teachers/Interventionists				
	5100	230	0461 - Oakridge Elementary School	UniSIG		$21,247.75
		Notes: Health Insurance: Resource Teachers/Interventionists				

	5100	240	0461 - Oakridge Elementary School	UniSIG		$943.00
			Notes: Workers Compensation: Resource Teachers/Interventionists			
	5100	250	0461 - Oakridge Elementary School	UniSIG		$76.00
			Notes: Unemployment: Resource Teachers/Interventionists			
	5100	510	0461 - Oakridge Elementary School	UniSIG		$8,512.00
			Notes: Curriculum Associates Purchase BEST Math print materials will be purchased to help students in grades K-5 learn on-grade level concepts and standards. - (75) Ready Florida BEST Math Instruction Grade K Student Book - (4) Ready Florida BEST Math Instruction Grade K Teacher Resource Book - (70) Ready Florida BEST Math Instruction Grade 1 Student Book - (4) Ready Florida BEST Math Instruction Grade 1 Teacher Resource Book - (86) Ready Florida BEST Math Instruction Grade 2 Student Book - (5) Ready Florida BEST Math Instruction Grade 2 Teacher Resource Book - (75) Ready Florida BEST Math Instruction Grade 3 Student Book - (80) Ready Florida BEST Math Instruction Grade 4 Student Book - (64) Ready Florida BEST Math Instruction Grade 5 Student Book - Shipping $2,442.65			
	6300	160	0461 - Oakridge Elementary School	UniSIG		$1,100.00
			Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.			
2	III.B.	**Area of Focus: Instructional Practice: Collaborative Planning**				$0.00
3	III.B.	**Area of Focus: Positive Culture and Environment: Other**				$0.00
					Total:	$203,513.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No