

Orange County Public Schools

Oakshire Elementary



2018-19 School Improvement Plan

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Oakshire Elementary

14501 OAKSHIRE BLVD, Orlando, FL 32824

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Charlton, Mark	Principal
Adorno, Ilia	Instructional Coach
Duvall, Jennifer	Other
Lawrence, Jennifer	Assistant Principal
Bombard, Jordan	Other
Pena, Emily	Other
	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: The school principal is responsible for assuring that supervision, safety of students before and after school, between and during classes, and during lunches occurs. Mr. Charlton also visits classrooms according to the observation schedule, provides weekly observations, and reviews data weekly with the administrative team. He supports the success of all students, attends a wide range of school/ evening events, and maintains a student-centered school climate of rigor and professionalism. The principal closely monitors student progress through data analysis. Additionally, he provides coaching to teachers based on classroom observations. The principal leads PLC meetings and attends collaborative planning meetings weekly for each grade level. Student discipline is monitored on a daily basis. The principal also provides regular feedback to community, parents and school staff regarding vision and school improvement.

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. Lawrence attends to the 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.

Instructional Coach and Reading Coach: The Instructional Coach and Reading Coach facilitate family night academic events such as Reading and STEM nights. They coordinate Student Recognition programs (AR, i-Ready, etc..) with the CRT. They create systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichments, Mrs. Adorno and Mrs. Duvall provide reading interventions to assigned groups. Mrs. Adorno and Mrs. Duvall facilitate teachers in working together as members of high performing collaborative teams who focus the team efforts on improved learning for students. They demonstrate (model) reading/learning strategies in classrooms, evaluate literacy needs within various subject areas and collaborate with teachers and administrators. They use assessment data to improve instruction, and problem solve. Both coaches work 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.

LEA Representative: Mrs. De la Torre, LEA Representative, facilitates school wide training on and support for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementation of MTSS-related interventions. She also facilitates enrollment and transition of new ESE students and assures appropriate placement and support for ESE students. She monitors academic progress of ESE students and conferences with students as needed. Mrs. De la Torre makes sure that students' IEP accommodations are followed, and she also provides services to our Gifted students.

CRT: The CRT maintains the weekly "SharkBites" newsletter for faculty and staff including school activities, training opportunities, hospitality events, teaching and technology tips and other relevant information. She maintains school wide textbook inventory and orders textbooks and instructional resources. Ms. Bombard is responsible for updating data walls, monthly progress monitoring reviews, SharePoint, and the Master Calendar. She supports the principal with the school wide review of FSA ELA, Math, Science, Writing and data reports. She facilitates monthly Student Progress Reviews with AP, Reading Coaches and MTSS coordinator. Finally, Ms. Bombard serves as the testing coordinator for all standardized testing at Oakshire.

ECS: The ESOL Compliance Specialist assists the school registrar with placement of ESOL students, updates information on SMS regarding LEP dates, test dates, entry & re-entry dates and schedules. She utilizes test scores to discuss student placement or re-evaluations, sets up meetings for students with unsatisfactory progress to develop an ANI, and monitors LF students. In addition, she disseminates information on ESOL classes and workshops, assists in testing: Aprenda, Access, Tejas Lee, IDEL, IPT Oral, Reading & Writing, and reviews data with teachers. Ms. Pena ensures that the school is in full compliance with State and Federal mandates for ELL, and she updates and reviews all program reports. She supports success of ELL students, monitors their academic progress, and conferences with students as needed. The ECS provides small group reading and/or math intervention to assigned groups.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	16	25	17	14	16	0	0	0	0	0	0	0	112
One or more suspensions	1	1	1	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	1	12	8	20	7	25	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	25	26	23	0	0	0	0	0	0	0	74

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	3	4	13	11	16	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 7/17/2018

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	9	16	2	9	7	0	0	0	0	0	0	0	58
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	2	10	2	9	0	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	21	15	24	0	0	0	0	0	0	0	60

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	9	16	2	9	7	0	0	0	0	0	0	0	58
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	2	10	2	9	0	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	21	15	24	0	0	0	0	0	0	0	60

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning Gains in Math lowest 25%. This is not a trend for our school.

Which data component showed the greatest decline from prior year?

Learning Gains in ELA bottom 25% (down 17% from 2017).

Which data component had the biggest gap when compared to the state average?

Oakshire outperformed the state in all components. Our greatest gap was in the Math achievement component in which we outperformed the state by 21%. The smallest gap appears in the Math Learning Gains component in which we outperformed the state by just 10%.

Which data component showed the most improvement? Is this a trend?

Science achievement. This is not a trend for Oakshire.

Describe the actions or changes that led to the improvement in this area

The use of tightly aligned materials and following the scope and sequence required by the new district PMAs.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	71%	56%	56%	73%	54%	55%
ELA Learning Gains	69%	55%	55%	73%	58%	57%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	63%	48%	48%	80%	53%	52%
Math Achievement	83%	63%	62%	84%	61%	61%
Math Learning Gains	69%	57%	59%	79%	64%	61%
Math Lowest 25th Percentile	58%	46%	47%	70%	54%	51%
Science Achievement	67%	55%	55%	58%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (15)	16 (9)	25 (16)	17 (2)	14 (9)	16 (7)	112 (58)
One or more suspensions	1 (0)	1 (1)	1 (0)	1 (0)	0 (0)	0 (0)	4 (1)
Course failure in ELA or Math	1 (2)	12 (10)	8 (2)	20 (9)	7 (0)	25 (1)	73 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (21)	26 (15)	23 (24)	74 (60)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	68	67		91	67						
BLK	57	69	64	73	61	56	64				
HSP	73	67	62	83	70	56	67				
SWD	51	59	50	78	73						
FRL	71	69	63	83	69	58	67				
ELL	64	65	66	78	71	54	62				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	87	80		87	80						
BLK	61	81		73	77		50				
HSP	73	71	79	84	78	70	59				
SWD	30	71	100	77	68		10				
FRL	73	73	80	84	79	70	58				
ELL	63	69	77	85	80	78	50				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA Learning Gains in Bottom 25%
Rationale	According to data, 63% of the bottom 25% made learning gains on the FSA English Language Arts assessment. This reflects a 17% drop in this data component. Due to the nature of the learning needs of these students, we need to ensure that the instruction provided is adequate to meet their needs. Making adjustments to these students' instruction can accelerate their learning and help close the gap between their performance and that of the students not in the bottom 25%.
Intended Outcome	We would like to see 70% of the bottom 25% make adequate yearly learning gains in ELA as evidenced by the 2019 FSA English Language Arts assessment. Related to this overall improvement goal and in support of our Culturally Responsive School Plan, we would like for 70% of Hispanic and 60% of SWD to make adequate yearly learning gains in ELA.
Point Person	Mark Charlton (mark.charlton@ocps.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Identify students who constitute the bottom 25% based on 2018 ELA FSA data. 2. Communicate these names to the classroom teachers. 3. Teachers plan to include these students in targeted small group instruction during the daily ELA block. 4. Teachers plan to include these students in targeted tier 2 intervention groups outside of the daily ELA block. 5. Teachers invite these students to our weekly tutoring beginning in September. 6. Teachers collect and record tier 1 data using classroom common assessments. 7. Teachers collect and graph tier 2 intervention data. 8. Teachers and leadership team members review student progress monthly at MTSS meetings. 9. The MTSS team determines the need for tier 3 instruction and a plan is put in place if applicable. 10. Instruction of these students is observed and actionable feedback is provided regarding adjustments to instructional strategies and/or materials.
Person Responsible	Mark Charlton (mark.charlton@ocps.net)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Monthly data meetings to analyze student progress in tier 1, 2, and 3 instruction. 2. Monitor student progress on i-Ready lesson path. 3. Monitor student growth between i-Ready Diagnostic administrations.
Person Responsible	Mark Charlton (mark.charlton@ocps.net)

Activity #2

Title Reading Achievement

Rationale Student achievement will increase as a result of the implementation of rigorous student discussions and writing across content areas.

Intended Outcome 74% of students at Oakshire will demonstrate satisfactory performance on the 2019 FSA English Language Arts assessment.

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

Action Step

Description

1. Site based DPLC team will be trained in strategies to increase rigorous student discussion and writing across content areas.
2. Site based DPLC team members will train the teachers on the use of these strategies.
3. Site based DPLC team members and administrators will observe teachers' implementation of these strategies through classroom walkthroughs, ghost visits, peer observations, and guided walks and provide actionable feedback.

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

Plan to Monitor Effectiveness

Description

1. Determine level of student proficiency related to writing tasks by using rubrics to score written responses.
2. Compare student performance on classroom-based tasks to common assessment performance.

Person Responsible Jennifer Lawrence (jennifer.lawrence@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The Oakshire staff works diligently to invite parent participation in a variety of activities at the school such as PTA, SAC, Multilingual Parent Leadership Council, Open House, and family night events. Our school's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Parents are kept up-to-date about their child's progress through ongoing communication between the parent and teacher including phone calls, emails, written notices, and conferences. Additionally, parents learn important information regarding expectations and standards for student learning through our family night events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of our students are being met through various ways. First and foremost, our Guidance Counselor provides support to students in small groups and individually based on needs. We also coordinate with the SEDNET agencies to provide counseling for students who are in need of further counseling services. Administrators are also available to meet with individual students for specific, immediate needs that can come up during the school day. Classroom teachers provide positive reinforcement for all students through rewards, praise, and positive feedback. Students are also recognized on the morning announcements when they meet specific academic goals throughout the year, as well as when they make a difference in the school community.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school based Pre-K program conducts a Kindergarten classroom visitation during the 4th grading period of the school year. The Pre-Kindergarten teacher will work with the students throughout the year developing reading, social, and independency skills. At Oakshire Elementary School, all incoming Kindergarten students are assessed prior to, or upon entering Kindergarten in order to ascertain individual and group intervention programs. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Data will be used to plan daily academic and social/emotional instruction for all students, groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior. Screening tests will be re-administered mid-year and at the end of the year to determine student learning gains in order to decide if there is a need for changes to the instructional/intervention programs. Outgoing cohorts of students are supported by visiting their next school and learning about the courses that are available. Additionally, counselors from the middle schools visit Oakshire to present information to students regarding the opportunities ahead of them. Our School Resource Officer provides lessons through the MAGIC curriculum, which provide critical life skills that students entering middle school must have in order to navigate the social pressures they will face.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In order to meet the needs of all students and maximize desired student outcomes, Oakshire utilizes federal, state and local funds to employ additional resource personnel, purchase curriculum, and train teachers in best practices. Reading Coaches provide professional development, co-teach, and pull small groups for reading intervention. They attend district trainings on a monthly basis to keep abreast of current best practices and disseminate the information to the leadership team, faculty and staff. In order to support teachers in differentiating instruction for their students, the following personnel are employed: reading coaches, paraprofessionals, the CRT, a staffing specialist/Gifted teacher, and the CCT. Additionally, our Staffing Specialist and ESE teacher provide guidance to homeroom teachers

regarding best practices for increasing achievement for our Students with Disabilities who participate in mainstream education. In order to accelerate growth in reading, comprehensive and supplemental intervention programs as well as educational technology that is aligned to the Florida Standards is purchased. The CRT maintains an inventory of these programs.

Reading coaches and teachers plan collaboratively and create focus calendars during the summer to align the instruction to the Florida Standards. Previous test scores and current diagnostic tests are used to ensure students are placed in the best learning environment to meet their learning needs. Parent workshops are provided to educate parents on how they can best support their children at home.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In order to create a college and career readiness awareness at Oakshire, the school has reached out to several businesses and community organizations to become part of our Partners in Education. Through this partnership, business and organizations are involved and participate in our academic nights and other school events such as Teach-In. During this time, several professionals visit our classrooms and educate our students about the importance of having a career and going to college. Professionals also share their skills and present to the students all the steps they had to follow to obtain their job. Also the school has created a career readiness and college awareness culture. Each classroom has adopted a college/university. Students, with the help of the teacher, select a college/university and they make a project and decorate the classroom utilizing the colors of the college. Celebrating College spirit on Wednesdays is another way that the school is increasing college awareness. Every Wednesday, students and school staff wear a college shirt or college colors.

Part V: Budget

Total:	\$144,446.00
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