

Leon County Schools

# Oak Ridge Elementary School



2018-19 School Improvement Plan

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## Oak Ridge Elementary School

4530 SHELFER RD, Tallahassee, FL 32305

<https://www.leonschools.net/oakridge>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

93%

### School Grades History

**Year**  
**Grade**

**2017-18**

D

**2016-17**

D

**2015-16**

D

**2014-15**

F\*

### School Board Approval

This plan is pending approval by the Leon 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

The mission of Oak Ridge Elementary School is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

#### Provide the school's vision statement

Oak Ridge Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

### School Leadership Team

#### Membership

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

| Name                 | Title               |
|----------------------|---------------------|
| Smith, Jasmine       | Principal           |
| Davis, Shannon       | Assistant Principal |
| Arnold, Albert       | Dean                |
| Gross-McKhan, LaShay | Instructional Coach |
| Richardson, Erin     | Instructional Coach |

#### Duties

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

The principal and the assistant principal ensure teachers are trained on curriculum, including intervention program materials. The administration also conduct informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration is also required to be the oversight in making sure that pacing and planning are monitored. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing bases. The instructional coaches will plan weekly with teachers using the Florida standards and learning progressions. They will also model and observe informally as often as needed to guarantee that teachers are following the sequence of instruction. The coaches will work with district coaches to make sure that all instructional needs of teachers are met. The student dean will assist teachers in protecting instructional time. Any disruptive behaviors will be dealt with in a timely manner.

### Early Warning Systems



**Year 2016-17 - 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     | 9           | 3 | 6 | 6  | 4  | 6  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 34 |
| One or more suspensions         | 2           | 3 | 6 | 7  | 8  | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 37 |
| Course failure in ELA or Math   | 0           | 5 | 0 | 7  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 12 |
| Level 1 on statewide assessment | 0           | 0 | 0 | 20 | 13 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 45 |

**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           | 0 | 0 | 7 | 8 | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 26 |

**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?**

Lowest 25th percentile ELA. Yes, there has been a decrease starting in 2016 (44%) and 2017 (41%), and then a higher drop to 33%.

**Which data component showed the greatest decline from prior year?**

Lowest 25th percentile in Math. 2017 (46%) to 2018 to (21%).

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

Math achievement-State average 62%; Oak Ridge average 33%

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

FCAT Science; No, because the data increased 2% from 2015-2016 but dropped in 2017 to 21%.

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

One instructor in 5th grade science to focus on this subject only. The instructor planned with the science/math coach and increased hands on learning and science vocabulary studies. Florida standards from both 3rd and 4th grades were also taught and reviewed with the 5th grade standards. Instructor went on 'science learning walks' throughout the district to observe other science classrooms.

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**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             | 37%    | 57%      | 56%   | 37%    | 59%      | 55%   |
| ELA Learning Gains          | 39%    | 53%      | 55%   | 49%    | 57%      | 57%   |
| ELA Lowest 25th Percentile  | 33%    | 46%      | 48%   | 41%    | 51%      | 52%   |
| Math Achievement            | 33%    | 61%      | 62%   | 36%    | 61%      | 61%   |
| Math Learning Gains         | 36%    | 55%      | 59%   | 49%    | 58%      | 61%   |
| Math Lowest 25th Percentile | 21%    | 40%      | 47%   | 46%    | 47%      | 51%   |
| Science Achievement         | 32%    | 52%      | 55%   | 21%    | 51%      | 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     | 0 (9)                             | 5 (3)  | 2 (6)  | 8 (6)  | 7 (4)  | 4 (6)  | 26 (34)  |
| One or more suspensions         | 0 (2)                             | 8 (3)  | 0 (6)  | 1 (7)  | 0 (8)  | 0 (11) | 9 (37)   |
| Course failure in ELA or Math   | 10 (0)                            | 13 (5) | 22 (0) | 47 (7) | 13 (0) | 5 (0)  | 110 (12) |
| Level 1 on statewide assessment | 0 (0)                             | 0 (0)  | 0 (0)  | 4 (20) | 6 (13) | 8 (12) | 18 (45)  |

**Grade Level Data**

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

| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2018 | 40%    | 61%      | -21%                       | 57%   | -17%                    |
|                       | 2017 | 42%    | 62%      | -20%                       | 58%   | -16%                    |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2018 | 30%    | 58%      | -28%                       | 56%   | -26%                    |
|                       | 2017 | 30%    | 59%      | -29%                       | 56%   | -26%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | -12%   |          |                            |       |                         |
| 05                    | 2018 | 28%    | 57%      | -29%                       | 55%   | -27%                    |
|                       | 2017 | 34%    | 61%      | -27%                       | 53%   | -19%                    |
| Same Grade Comparison |      | -6%    |          |                            |       |                         |
| Cohort Comparison     |      | -2%    |          |                            |       |                         |

| MATH  |      |        |          |                            |       |                         |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03    | 2018 | 31%    | 64%      | -33%                       | 62%   | -31%                    |

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| <b>MATH</b>           |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
|                       | 2017        | 40%           | 60%             | -20%                              | 62%          | -22%                           |
| Same Grade Comparison |             | -9%           |                 |                                   |              |                                |
| Cohort Comparison     |             |               |                 |                                   |              |                                |
| 04                    | 2018        | 41%           | 62%             | -21%                              | 62%          | -21%                           |
|                       | 2017        | 26%           | 64%             | -38%                              | 64%          | -38%                           |
| Same Grade Comparison |             | 15%           |                 |                                   |              |                                |
| Cohort Comparison     |             | 1%            |                 |                                   |              |                                |
| 05                    | 2018        | 18%           | 58%             | -40%                              | 61%          | -43%                           |
|                       | 2017        | 39%           | 63%             | -24%                              | 57%          | -18%                           |
| Same Grade Comparison |             | -21%          |                 |                                   |              |                                |
| Cohort Comparison     |             | -8%           |                 |                                   |              |                                |

**Subgroup Data**

| <b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2016-17</b> | <b>C &amp; C Accel 2016-17</b> |
| WHT  | 38              | 30            |                    | 31               | 40             |                     |                 |                |                  |                          |                                |
| BLK  | 36              | 38            | 34                 | 34               | 35             | 23                  | 31              |                |                  |                          |                                |
| HSP  | 58              |               |                    | 17               | 30             |                     |                 |                |                  |                          |                                |
| SWD  | 29              | 30            | 27                 | 23               | 24             | 7                   | 8               |                |                  |                          |                                |
| FRL  | 35              | 37            | 33                 | 29               | 33             | 22                  | 27              |                |                  |                          |                                |

| <b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |                 |               |                    |                  |                |                     |                 |                |                  |                          |                                |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| <b>Subgroups</b>                                 | <b>ELA Ach.</b> | <b>ELA LG</b> | <b>ELA LG L25%</b> | <b>Math Ach.</b> | <b>Math LG</b> | <b>Math LG L25%</b> | <b>Sci Ach.</b> | <b>SS Ach.</b> | <b>MS Accel.</b> | <b>Grad Rate 2015-16</b> | <b>C &amp; C Accel 2015-16</b> |
| WHT  | 47              | 50            |                    | 18               |                |                     |                 |                |                  |                          |                                |
| BLK  | 33              | 50            | 41                 | 36               | 49             | 47                  | 21              |                |                  |                          |                                |
| HSP  | 47              | 30            |                    | 41               | 50             |                     |                 |                |                  |                          |                                |
| SWD  | 18              | 33            | 21                 | 16               | 35             | 38                  | 8               |                |                  |                          |                                |
| FRL  | 36              | 49            | 41                 | 31               | 46             | 44                  | 21              |                |                  |                          |                                |

**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:**



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| Activity #1                   |  |
|-------------------------------|--|
| <b>Title</b>                  | FSA Math/FCAT Science  |
| <b>Rationale</b>              | <p>26% of 5th grade students scored at the proficiency level in science on the 2018 FCAT. The State's average proficiency is 55%.<br/>The goal for 2018-19 is that 36% of 5th grade students will score at the proficiency level on the 2019 FCAT Science.</p> <p>47% of 3rd-5th grade students scored at the proficient level in math on the 2018 FSA, which is a 1% increase from the 2017 math FSA. 37% of 3rd-5th grade students scored at the proficient level in Lowest 25th Percentile on the 2018 FSA which is a 13% decrease from the 2017 math FSA.<br/>The school goal for the 2018-2019 FSA is to that 41% of students in 3rd-5th grade will score at the proficiency level in math on the 2019 FSA.</p> |
| <b>Intended Outcome</b>       | <p>The goal for 2018-19 is that 36% of 5th grade students will score at the proficiency level on the 2019 FCAT Science.<br/>The school goal for the 2018-2019 FSA is to that 45% of students in 3rd-5th grade will score at the proficiency level in math on the 2019 FSA.</p>   |
| <b>Point Person</b>           | Jasmine Smith (smithj3@leonschools.net)  |
| Action Step                   |  |
| <b>Description</b>            | A 4th grade Resource Teacher, and 5th grade teacher will be hired to provide instruction to 4th-5th grades students to decrease class sizes and provide more intensive instruction and interventions. In addition, Go Math Formative and Summative Assessments and ThinkCentral data will be used to help drive decisions. The 4th Grade Resource teacher will work with 4th grade teachers to target the lowest 25th percentile students in Math and Science and work with these students to increase science concepts and vocabulary, math fluency, concepts and problem solving skills.   |
| <b>Person Responsible</b>     | Jasmine Smith (smithj3@leonschools.net)  |
| Plan to Monitor Effectiveness |  |
| <b>Description</b>            | Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.  |
| <b>Person Responsible</b>     | Jasmine Smith (smithj3@leonschools.net)  |

## Activity #2

**Title** FSA ELA/ELA

**Rationale** 37% of grades 3-5 students scored at the proficient level in ELA on the 2018 FSA, which is the same percentage as the 2017 ELA FSA. 33% of the ELA Lowest 25th Percentile of students scored learning gains on the 2018 FSA which is a 8% decrease from the 2017 math FSA. The school goal for the 2018-2019 school year is that 41% of students in 3rd-5th grade will score at the proficiency level in ELA on the 2019 FSA.

**Intended Outcome** The school goal for the 2018-2019 school year is that 41% of students in 3rd-5th grade will score at the proficiency level in ELA on the 2019 FSA.

**Point Person** Jasmine Smith (smithj3@leonschools.net)

## Action Step

**Description** Using classroom and school data, a Reading Coach will work with teachers to implement data driven instruction and interventions. The Reading Coach will work with teachers to target the lowest 25th percentile students in Reading and work with these students to increase reading comprehension skills. In addition, a 2nd grade Resource teacher will be hired to conduct small group intervention for 2nd grade students and to help decrease class sizes. Wonders Formative and Summative Assessments, AR, AimsWeb, STAR, and iReady data will be used to help drive instructional decisions. Fountas and Pinnell Leveled Literacy Intervention program will be purchased and used in classrooms to help improve literacy achievement for struggling readers. In addition, a District Leadership Data Coach will provide monthly in depth analyses of classroom and school data to help target areas of improvement and provide on going data chats to teachers who will provide driven instruction and interventions to students in order help reach the school's academic goals.

**Person Responsible** Jasmine Smith (smithj3@leonschools.net)

## Plan to Monitor Effectiveness

**Description** Progress monitoring will continue monthly beginning 8/13/18 to 5/31/19.

**Person Responsible** Jasmine Smith (smithj3@leonschools.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**

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Communicate classroom and school news to parents;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;

#### **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**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every spring and invite local daycare centers, VPK centers, and Head Start programs. Fifth graders transitioning to middle school attend orientation sessions at their selected middle schools. Middle school administrators also visited Oak Ridge to discuss expectations, grades, and extracurricular opportunities. These administrators also came to assist students in signing up for their coursework for the fall term.

**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**

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The school leadership identifies and aligns resources through the SITE committee. Monthly meetings allow the school to determine where best to utilize personnel. A member of the SITE committee sits on the interview team for new hires. This allows the school leadership to make an informed decision about who will best serve the needs of the students. Instructional resources are shared by trading materials and coordinating educational events such as educational assemblies and field trips. The committee is also focused on vertical teaming the curriculum to ensure that the students will be prepared not only for their current grade level, but for the following year as well.

Although much of the federal, state, and local funds must be spent for specific purposes, some of it can be spent at the school's discretion. Therefore, the committee discusses creative means of making the largest impact on student achievement. Accelerated Reader programs, Positive Behavior Support ideas, supplements for staff that have extra duties, as well as textbook allocations are a vital role of the committee.

**Title I, Part A**

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or the Summer Reading Academy (LCS). The district coordinates with Title II and III in ensuring staff development is provided.

**Title II**

The LEA and schools are held accountable for improvements in student academic achievement. Title II funding is used to increase student academic achievement through strategies such as improving teacher and principal quality and accepting only highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

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

N/A

**Part V: Budget**

|               |                     |
|---------------|---------------------|
| <b>Total:</b> | <b>\$246,833.75</b> |
|---------------|---------------------|