

Orange County Public Schools

Oak Hill Elementary



2018-19 Schoolwide Improvement Plan

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Oak Hill Elementary

11 S HIAWASSEE RD, Orlando, FL 32835

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

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
C

2015-16
D

2014-15
D*

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
Jones, June	Principal
Damers, Agustin	Assistant Principal
Welch, Pamela	Instructional Coach
Prater, Robert	Dean
Weaver-Baker, Terica	Guidance Counselor
Steele, Lula	Instructional Coach

Duties

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

All members of the leadership/MTSS team serve as instructional leaders and practice shared decision making responsibilities. We meet weekly to discuss, review, plan, and determine plans of action to meet school improvement goals. This team consists of the following:

Dr. June P. Jones, Principal - Provides a common vision for the use of data-based decision making and ensures that the school-based team is implementing MTSS.

Mr. Agustin Damers, Assistant Principal - Provides support and guidance for the common vision for the use of data-based decision making and science instruction.

Dr. Pamela Welch - Curriculum Resource Teacher - Develops curriculum related support materials, leads Curriculum Planning Team projects and teacher meetings, provides support for the unpacking of core content standards and programs, assists in the design and implementation of progress monitoring, data collection and analysis, plans/provides professional development and school improvement plan implementation process.

Mr. Robert Prater - Dean of Students - Provides guidance and leadership in the area of student conduct and the development of making parent/student/teacher/school connections.

Ms. Terica Weaver-Baker - Guidance/Staffing Coordinator - Provides support and guidance in meeting the overall needs of students receiving ESE services, decreasing the disproportionate classification in Special Education. Conducts ESE/MTSS related meetings as needed, for the purposes of staffing, intervention, parent communication and student guidance.

Lula Steele - Instructional Coach - Coordinates guidance on the school reading and math plan, provides professional development and technical assistance to teachers regarding Tier I, Tier II, and Tier III interventions of reading plans with specific focus on decreasing the disproportionate classification in Special Education and English Language Learners.

Early Warning Systems

Year 2017-18

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	16	9	10	7	10	12	0	0	0	0	0	0	0	64
One or more suspensions	4	1	2	2	3	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	2	4	16	19	16	34	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	35	28	34	0	0	0	0	0	0	0	97

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	2	1	5	17	19	26	0	0	0	0	0	0	0	70

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	6	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	9	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - 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	14	6	11	11	8	12	0	0	0	0	0	0	0	62
One or more suspensions	0	3	3	7	2	11	0	0	0	0	0	0	0	26
Course failure in ELA or Math	1	3	30	12	28	31	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	26	30	43	0	0	0	0	0	0	0	99

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	2	5	10	18	34	0	0	0	0	0	0	0	70

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	14	6	11	11	8	12	0	0	0	0	0	0	0	62
One or more suspensions	0	3	3	7	2	11	0	0	0	0	0	0	0	26
Course failure in ELA or Math	1	3	30	12	28	31	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	26	30	43	0	0	0	0	0	0	0	99

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	2	5	10	18	34	0	0	0	0	0	0	0	70

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?

Math Learning Gains of the lowest 25% scored the lowest at 24% proficient which is a 24 point drop from the previous year. This does not appear to be a trend due to the Science Achievement for the 2017 state assessment performed the lowest when compared to the other data components for that year.

Which data component showed the greatest decline from prior year?

Both Math Learning Gains of the lowest 25% and Math Learning Gains showed the greatest decline with a drop of 24 points. The Math Learning Gains of the lowest 25% data component dropped from 48% proficient in 2017 to 24% proficient in 2018 resulting in a difference of 24 points. The Math Learning Gains data component dropped from 65% proficient in 2017 to 41% proficient in 2018 resulting in a difference of 24 points as well.

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

When comparing the school’s data components to the state average, Science Achievement shows the largest gap by 27 points where Oak Hill Elementary has a proficiency of 28% and the state is at 55%.

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

The data component that showed the most improvement is that of English Language Arts Achievement. A one point increase occurred from the previous year where the 2017 proficiency percentage was 43 and the 2018 proficiency percentage is 44.

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

There was continual monitoring of iReady data and Curriculum Resource Materials (CRMs) formative/summative data. PLCs were held consistently and professional development was focused on close reading, annotation, and text complexity. Support was provided for standards-based differentiated instruction which led to the gain in ELA Proficiency.

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	44%	56%	56%	40%	53%	52%
ELA Learning Gains	45%	55%	55%	45%	52%	52%
ELA Lowest 25th Percentile	38%	48%	48%	33%	42%	46%
Math Achievement	52%	63%	62%	43%	56%	58%
Math Learning Gains	41%	57%	59%	41%	54%	58%
Math Lowest 25th Percentile	24%	46%	47%	28%	41%	46%
Science Achievement	28%	55%	55%	30%	49%	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	16 (14)	9 (6)	10 (11)	7 (11)	10 (8)	12 (12)	64 (62)
One or more suspensions	4 (0)	1 (3)	2 (3)	2 (7)	3 (2)	2 (11)	14 (26)
Course failure in ELA or Math	2 (1)	4 (3)	16 (30)	19 (12)	16 (28)	34 (31)	91 (105)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	35 (26)	28 (30)	34 (43)	97 (99)

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	50%	55%	-5%	57%	-7%
	2017	40%	57%	-17%	58%	-18%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	36%	54%	-18%	56%	-20%
	2017	40%	57%	-17%	56%	-16%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2018	40%	55%	-15%	55%	-15%
	2017	40%	51%	-11%	53%	-13%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	61%	-11%	62%	-12%
	2017	67%	63%	4%	62%	5%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	48%	62%	-14%	62%	-14%
	2017	63%	64%	-1%	64%	-1%
Same Grade Comparison		-15%				
Cohort Comparison		-19%				
05	2018	51%	59%	-8%	61%	-10%
	2017	40%	56%	-16%	57%	-17%
Same Grade Comparison		11%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	53%	-26%	55%	-28%
	2017					
Cohort Comparison						

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
SWD	8	25	29	24	20	9	8				
ELL	25	33	35	35	34	22					
BLK	46	43	38	51	38	22	26				
HSP	38	41	31	45	43	27	33				
WHT	35	36		67	36						
FRL	43	46	39	51	39	24	30				

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
SWD	10	14	13	23	50	43					
ELL	33	46	60	46	63	50	15				
ASN	73			70							
BLK	39	39	44	61	64	43	32				
HSP	48	54	50	58	66	33	22				
WHT	37	50		56	64						
FRL	43	46	46	60	66	49	32				

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 Build Effective Professional Learning Communities Using Common Planning (Division Priorities: Accelerated Student Performance, Invest in Human Capital)

Rationale By providing additional strategies and training for teachers in the area of creating assessments, demonstrating lessons, and providing guidance on instructional delivery of rigorous standards based lessons, an increase in teachers' pedagogical skills will occur, resulting in growth of student achievement.

Intended Outcome Teachers within the professional learning community will collaborate and utilize learning structures like the CRMs. They will plan standards-based lessons while reflecting on the effectiveness of instruction. They will design and analyze common formative assessments. Teachers will utilize close reading strategies and determine text complexity through implementation of the District Professional Learning Community's focus on literacy skills.

Point Person June Jones (june.jones@ocps.net)

Action Step

Description

1. Instructional Coaches will facilitate a planning day for math and reading with each grade level team.
2. A new permanent sub will be able to cover teacher classrooms so that they may be available for professional development and peer observation sessions.
3. A new science resource teacher will be hired to plan and co-teach with teachers in grades 3-5. This new hire will assist teachers in creating standards-based labs and also help focus on students that need additional instructional help.
4. Teachers will benefit from additional math and science resources from Acaletics to assist in instruction.

Person Responsible Lula Steele (lula.steele@ocps.net)

Plan to Monitor Effectiveness

Description

1. Review of lesson plans and assessment data sheets including students' formative and summative data will occur.
2. The formative and summative data along with information collected from classroom walk-throughs and i-Observation will be used to monitor the effectiveness of the PLC process on student achievement.
3. Agendas, sign-in sheets, common assessments, and exit slips will be collected and reviewed as well.

Person Responsible Pamela Welch (pamela.welch@ocps.net)

Activity #2	
Title	Narrow the Achievement Gap through the MTSS Process (Division Priority: Narrow Achievement Gaps)
Rationale	Teachers will be guided on how to collect and provide the necessary documentation to create plans to target specific students needs. Teachers will be guided on how to provide rigorous standards-based differentiated instruction to assist students in reaching academic proficiency.
Intended Outcome	The achievement gap will be narrowed through the implementation of effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process for academics and behavior.
Point Person	June Jones (june.jones@ocps.net)
Action Step	
Description	<p>Staffing specialist will facilitate professional development on how to effectively use MTSS to support students' needs. The Staffing Specialist will facilitate continued grade level assistance with MTSS. Assistant Principal, Reading Coach and Instructional Coach will facilitate professional development on differentiated instructional strategies based on data including the results of the most recent administration of the BPIE (Best Practices for Inclusive Education) assessment and student needs. For Discipline, teachers will be trained on how to implement CHAMPS. Teachers will be guided and given assistance with corrective classroom management strategies. Professional Development on behavior and de-escalation techniques, MTSS process and how to use the strategies with fidelity will be conducted. Four tutors will assist students in grades 3-5 in ELA and Math small group instruction to increase proficiency. The new science resource teacher will plan and co-teach labs and hold small groups with teachers in grades 3-5 to increase science proficiency. Teachers will benefit from new resource materials in science and math from Acaletics.</p> <p>As part of our Culturally Responsive School Plan, we plan to implement the following actions:</p> <ol style="list-style-type: none">1. Assign an administrative lead to oversee and monitor MAO initiatives<ol style="list-style-type: none">a. Monthly progress monitoring meetings with initiative leads with quarterly reviewsb. Provide actionable feedback to leadsc. Ensure leads are accountable and meet deadlinesd. Provide principal with bi-monthly updates2. Create initiative team<ol style="list-style-type: none">a. Set group normsb. Set goals to narrow the achievement gap for our ELL studentsc. Set accountability measures and deadlinesd. Conduct community outreach3. Community Outreach<ol style="list-style-type: none">a. Plan and present parent workshopsb. Host a multi-cultural night <p>With a team in place, we will be better able to monitor student growth throughout the year to ensure positive student gains. Team members will monitor groups of students to ensure that academic progress is being observed and to help guide differentiated instruction.</p>

Person Responsible Terica Weaver-Baker (terica.weaver-baker@ocps.net)

Plan to Monitor Effectiveness

Description 1. Staffing specialist will facilitate continued grade level assistance with MTSS.
2. The Leadership Team will use science progress monitoring assessments, iReady, CRM data and behavioral data to monitor student growth.

Person Responsible Agustin Damers (agustin.damers@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.

Oak Hill is a Title I school. We are using our Parent Involvement Plan to meet requirements.

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.

Oak Hill ensures the social-emotional needs of all students are met by providing counseling and mentoring services through the Exceptional Student Education programs and SEDNET providers. Our Staffing Specialist and Guidance Counselor meet with teachers, students and parents to discuss potential emotional and/or behavioral issues that can impact learning and provide guidance and support as needed. Guidance and counseling are provided to students who are experiencing emotional or behavioral setbacks, with a specific focus on helping students identify the causes of what is disturbing them. The use of guidance and counseling also minimizes instructional time lost which supports students' academic success. Meetings are scheduled with parents, teachers and support personnel to determine effective intervention and action plans.

Our school provides backpacks and essential school materials free of charge for students in need through the STARS program and approved Partners in Education. Recommendations are made to parents on free community-based services to aid with needs of health, psychological, medical and religious support.

The results of our Best Practices for Inclusive Education (BPIE) assessment support a diverse student population with a full range of students who live in the neighborhood school zone, including those with significant disabilities. Additionally, our 2018-2019 BPIE goal is to increase learning opportunities and resources for Students with Disabilities (SWD) to ensure

social and emotional needs of students are met. Moreover, strategies related to an inclusive model for instruction are for the Exceptional Student Education (ESE) teacher to work collaboratively with General Education teachers to devise a plan to meet the needs of the ESE population.

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

At Oak Hill the primary goal for pre-school children is to transition into the public school setting by providing the necessary tools for growth, a conducive environment for learning and a stimulating and developmentally appropriate curriculum. A screening tool is given three times a year for the purpose of establishing baseline data. This screening helps to identify strengths and weaknesses in the areas of language, social/emotional growth, literacy, math and science. Our Pre-K teacher visits the home of each new student who will attend Oak Hill. All parents are invited to join their son/daughter on campus at Oak Hill's Meet the Teacher event and during the first day of school to familiarize themselves with school procedures.

In the spring of each year, 5th grade students visit their feeder middle schools for a tour and orientation. Middle school counselors also visit Oak Hill to talk with students about what to expect in middle school. Parents are also invited to a special middle school orientation night to introduce them to expectations of middle school.

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.

Funds within the general budget are allotted based on each Full Time Equivalent (FTE) and are used to accommodate students, support free/reduce lunch and purchase positions. Title I funds are used to purchase the reading coach, dean and family involvement contact positions. Budget also provides for resources such as text books, computer hardware, software, intervention and supplemental materials. Items are maintained by the district's inventory system.

Title I, Part C Migrant = The migrant department provides services and support to students.

Title I Part D = The district provides funds for the purpose of supporting the Educational Outreach program and support truancy and dropout prevention program.

Title III = The Curriculum Compliance Teacher (CCT) oversees testing, parent meetings, and all dealings with ELL students. The certified ESOL paraprofessionals provide tutoring and support to ELL students.

Title X Homeless = A district social worker works primarily with students who are homeless and communicates with the school's guidance counselor (Terica Weaver-Baker) to support students who are homeless.

Supplemental Academic Instruction (SAI) = SAI funds were used to hire a portion of a Reading Coach position who services teachers and students in grades K-5.

Violence Prevention Programs = Mr. Prater (Dean) mentors students who display behavior challenges. Terica Weaver-Baker is the liaison to A Better Therapy (a counseling agency) to aid students with behavior and emotional concerns. An anti-bullying program was introduced to students by the "Mr. Mike Anti-Bullying Program."

Nutrition Programs = The wellness representative, (Roslyn Coddette-Rogers), heads up the team and gives tips each month on healthy eating and exercise. Students are encouraged to eat healthy meals each day, starting with the Universal Breakfast program for each student, free of charge at Oak Hill.

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

Oak Hill will encourage parent volunteers and community members to visit classrooms and present information on their individual careers and the paths they took to achieve them. Community members are invited to participate in the annual Teach-In event, a district sponsored career day. College and university names/banners as a representation of colleges attended by staff members and the degrees they have acquired are displayed on classroom doors. Select days during the year are designated as college awareness days, encouraging teachers, parents and students to wear a college t-shirt.

Part V: Budget	
Total:	\$219,538.75