



2021-2022
School Improvement Plan
Oakland Avenue Charter School

Orange County Public Schools
Pamela A. Dwyer, Principal
Mike Satterfield, SAC Chair

VISION/MISSION

Oakland Avenue Charter School is dedicated to providing children with an education that is built on the foundation of community and collaboration. Through cooperation and concerted efforts from parents, fellow students, and community members, our students will be prepared citizens for the world of tomorrow. Oakland Avenue Charter School (OACS) will offer students a comprehensive educational program focusing on core curriculum, civic and community engagement, and an infusion of literacy, science, arts, and leading-edge technologies.

SCHOOL PROFILE DEMOGRAPHICS

Oakland Avenue Charter School is a tuition-free, public charter school founded in 2003. It falls within the Orange County School District. It is one of the few charter schools in the state that is operated by a municipality; the Town of Oakland. The school proudly serves students of the Town of Oakland and the greater Orange County area. OACS offers grades K-5 general education and exceptional education programs in an inclusive model. OACS operates a VPK program alongside of wrap around care for VPK students. OACS addresses the educational needs of its community through fostering collaboration and community engagement.

Approximately 590 students are enrolled at the school in grades VPK-5. In grades K-3, there is an average of 18 students per class. In grades 4 and 5, there is an average of 22 students per class. The school's demographics for K-5 are: 0.4% American Indian/Alaska Native/Hawaiian, 3.6% Asian/Pacific Islander, 6% Black, 6% Multiracial, 23% Hispanic, and 61% White. All K-5 students have access to free breakfast and lunch during the 2021-2022 school year.

Students participate in various educational programs that include: Exceptional Student Education (ESE), English Language Learners (ELL), Gifted, reading and math remediation, and General Education. All students receive instruction in the mainstream with each grade level having ESE and ELL students. In addition to the core curriculum, the students receive instruction in art, music, STEM, healthy living, and physical education. We also offer various after school enrichment clubs.

QUALITY STAFF

Highly Qualified Administrators

Pamela Dwyer, Principal – M.A. Educational Leadership

Melissa Keating, Dean – B.A - Elementary Education

Holly Hernandez, Instructional Coach – B.A. Child Development M.S. Recreation Administration

Amanda Kohmetscher, Tech & Assessment Coordinator –B.S. – Business Admin., ACP Education

Additionally, our School Leadership (SLT) team is made of teacher representatives, Ana-Alicia Myers, Kathleen Richards, Leslie McMillan, and Amanda Faraj.

Highly Qualified Instructors

All K-5 teachers are currently certified. VPK staff completes 10 hours or 1 CEU of in-service training annually at minimum. The Administration and the SLT provide/arrange ongoing professional development that supports the objectives outlined in the SIP.

Recruitment/Retention of Highly Qualified Teachers

The school follows the state's guidelines in hiring highly qualified teachers. The following actions are taken by the school to hire highly qualified teachers:

1. Open positions are posted in a wide variety of on-line recruiting sites and referrals
2. Individual and panel interviews are conducted to secure the most suitable candidate(s)
3. Thorough background checks of previous employers are conducted
4. Academic credentials are verified to include a) Degree Attained b) Appropriate Teaching Licensure
5. Monitoring of courses taught by each teacher in comparison to certification by principal

Teacher Mentoring

The school uses a team approach to mentoring new teachers. Administrators, School Leadership Team Representatives, and grade level teams take responsibility for supporting and guiding new teachers. This support helps orient new teachers to the school community and to teaching in general, if applicable. The Instructional Coach and the School Leadership Team Members will serve as collegial and emotional supports for any challenges that may come about through the process of acclimating to a new environment.

Communication with Parents

The school uses many forms of school/home communication to notify parents of their child's academic progress. They include, but are not limited to the following:

1. Student/Parent “Meet the Teacher Night” and information packets
2. School wide use of Bloomz.net
3. School wide use of Schooldoc.com for required documentation and communication.
4. Parent/teacher conferences/Student-led conferences
5. Regular communication from administration regarding pertinent information via Bloomz
6. Teacher/Administrator phone calls
7. Parental web access for student performance
8. Weekly academic progress reports when appropriate
9. Daily and/or Weekly student work folder
10. Integration of Parent Education Nights at PTO meetings (when Covid impacts are occurring)

1. CURRICULUM

Goals

- 68% of our 3rd through 5th grade students will reach proficiency levels identified on the FSA/FCAT through standards-based curriculum during the Spring 2021 testing administration for ELA & Math
- 68% of our K – 2nd grade students will reach expected scale score growth on Iready Diagnostics through consistent use of best practices, standards-based curriculum, and use of Iready program
- 50% of our 4th and 5th grade students will achieve learning gain levels on the 2022 FSA Math and ELA assessments

- 50% of our identified K-3nd grade students in the lowest quartile will achieve expected scale score growth on Iready Diagnostics
- 50% of our 4th and 5th grade students identified in the lowest quartile will achieve learning gains on the FSA Math and ELA assessments
- 70% of our 5th grade students will achieve proficiency levels in the 2022 Science FCAT
- 100% of our students will engage in consistent student data chats with teacher in core subject areas that include data tracking
- 100% of K-5 classroom teachers will generate progress monitoring reports using a variety of assessment data (Iready, MTSS Tracking, Performance Matters, ESGI, etc.) for use in instructional decision making
- 100% of teacher lesson plans will identify the Essential Components of Reading Instruction (Phonemic Awareness, Fluency, Vocabulary, Comprehension)
- 100% of K-2 and ESE teachers that support those grades will participate in Orton Gillingham training to prepare for implementation of this direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy
- Implementation of more prescribed Math intervention process to close math gaps created by Covid impacts.
- Continue *Request for Student Support* process to ensure team collaboration is used in determining student needs through the Multi-Tier Support System (MTSS)
- Conduct ongoing progress monitoring meetings for students in Multi-Tier Support System (MTSS), students identified as Gifted/High Achieving and students receiving Exceptional Student Educational (ESE) services
- Continue *Threat Assessment Process* to include identification of student's potentially facing mental health, behavior and/or trauma

Strategies and Activities

- Regularly scheduled data chats that include vertical alignment discussions
- Student learning gain data related to Iready data will be used to identify deeper student progress monitoring
- Continued use of Lucy Calkins Writing Program (Units of Study) for all grades.
- All students will have sustained minutes of writing instruction daily
- All teachers will provide direct instruction and modeling in skills, strategies and genres via reading and mini-lessons at least 3-4 times weekly for ELA
- All teachers will provide skill-based literacy centers 3-4 times weekly which include technology integration for ELA instruction
- Continue development and evaluation of procedures that allow for conferring with students regularly to review data and determine needed lesson differentiation and support
- Use of web-based learning platforms to provide differentiated classroom and homework assignments that reteach, review, or extend concepts based on the assessed needs of students
- Continue evaluation of grade level assessments used to assure inclusion of extended response answers, higher order questions, and alignment with new FSA questioning structure/specifications in ELA and Math
- Continue offering additional planning time (during recess) and common planning afterschool for classroom teachers to allow for development and execution of school-wide expectations
- Begin use of Orton Gillingham literacy methodologies in K-2 upon teacher training completion.
- School wide use of Thinking Maps curriculum to foster critical thinking, problem-solving, comprehension, and communication skills

Evaluation Methods

- I-ready Diagnostic
- QRI (Qualitative Reading Inventory)
- Weekly, biweekly, and unit assessments
- District provided Science benchmarks – 4/5th grades
- Web-based learning platform assessments
- School-wide quarterly cold writes
- FSA (Florida Standards Assessment) results
- Progress monitoring meetings
- Peer observations ***Hope to initiate when Covid-19 concerns are less*
- Instructional observations/evaluations
- Professional development feedback forms

2. TECHNOLOGY

Goals

- 100% of students will experience and use various technology platforms a minimum of four times a week.

Strategies and Activities

- Continued expansion and improvement of technology equipment in classrooms
- Purchase and implementation of web-based learning platforms (IReady, Starfall, Brainpop, Reading A-Z, Raz Kids, Square Panda, Flocabulary, Prodigy, No Red Ink, iknowit, Study Island and typing.com)

Evaluation Methods

- Periodic observation
- Schedule fidelity
- Evaluation of lesson plans

3. PARENTAL/COMMUNITY INVOLVEMENT

Goals

- Seeking creative ways to retain engagement during Covid-19 restrictions such as virtual events.
- 100% of our students will participate in one civic and/or community engagement activity/involvement ***Hope to engage in the spring when Covid-19 concerns are less*

Strategies and Activities

- Continued use of school/town website
- School-wide use of Bloomz.net
- Continue to share volunteer opportunities
- Continue to improve membership in the Parent Teacher Organization and parental involvement in the School Advisory Council
- Resume quarterly family nights if Covid-19 restrictions lessen in 2021-2022 SY
- Collaborate with PTO on community restaurant nights at area vendors as Covid restrictions lessen

Evaluation Methods

- Volunteer hour tracking
- Review of attendance at PTO and SAC meetings

4. STUDENT RECOGNITION

Goals

- Continue to provide student recognition opportunities

Activities and Strategies

- Continuance of the NEST (house system) – Four NESTS entitled: Generosity, Integrity, Perseverance, Trustworthiness
- Continuation of current student recognition platforms (Eagle Spotlight and Eagle of the Month)

- Establishment of school wide recognition for students showing growth/success on I-ready lessons and assessments
- Continue “Caught Ya” card recognition program
- Encourage teachers use of Bloomz communication tool to share student work/activities
- Display artwork in front office lobby
- Display pictures of Eagle of the Month recipients in front office lobby
- Creation of periodic incentives such as art and writing competitions
- Continuation of Honor Roll assemblies (3rd – 5th grade) *Virtual during Covid-19
- End of year celebrations/award ceremonies

Evaluation Methods

- Informal student surveys
- Participation data
- Parent and student surveys

5. MARKETING

Goals

- Continue to increase community awareness of our school including school involvement in community activities

Strategies and Activities

- Maintain current and active school website
- Use of Bloomz.net to share happenings within school community
- Collaboration with PTO to host community restaurant nights with area vendors
- Advertisement in Giant School Locator Map publication and K-12 Academics.com

Evaluation Methods

- Informal surveys of potential student enrollment families

6. SAFETY

Goals

- Provide a safe and secure learning environment for students, faculty, and staff of OACS

Strategies and Activities

- Continued assignment of a School Resource Officer
- Establish school-wide use of Standard Response Protocols (SRP)
- Establishment of a yearly SERT (School Emergency Response Team)
- Continued use of the Threat Assessment Team /Threat Assessment Process
- Implementation of a Safe School Plan in collaboration with Oakland Police Department
- Monthly safety drills
- Professional development for all staff on Safe School Plan, evacuation routes, and emergency procedures
- Regular walk through with Oakland Police Department SRO
- Maintain strong partnership with Oakland Police Department
- Monitor video surveillance

Evaluation Methods

- Reflection on and analysis of monthly safety drills
- Monthly Threat Assessment Team meetings
- Oakland Police Department Walk-throughs and feedback
- Parent/community surveys

7. EXTRA-CURRICULAR ACTIVITIES

Goals

- Continue to increase opportunities for children to have school-sponsored non-academic activities ***This goal is on hold until after Covid-19 concerns lessen.*

Strategies and Activities

- Expansion of after school enrichment programs
- Expansion of community outreach/involvement

Evaluation Methods

- Parent online survey results
- Student surveys
- Analysis of student participation/enrollment numbers


SAC Chairperson 10/6/21
Date


Principal 10/6/21
Date