

Oakshire Elementary

Exceeding Expectations
Conference 2018

2016-2017 Demographic Information

Total
Enrollment 678

Subgroup	Percent of population
White	7.2%
Black/African America	8.7%
Hispanic/Latino	79.8%
Asian	3%
Students with Disabilities	10.6%
Economically Disadvantaged	100%
ELL	50%

Testing Data 2016-2017

FSA (3 rd to 5 th Grade)	Results 2017
READING ACHIEVEMENT LEVEL (3+)	73
LEARNING GAINS READING	73
LEARNING GAINS BOTTOM 25% IN READING	80
MATH ACHIEVEMENT LEVEL (3+)	84
LEARNING GAINS MATH	79
LEARNING GAINS BOTTOM 25% IN MATH	70
SCIENCE 3+	58
TOTAL	517

Aligning Standards

Providing multiple opportunities for students to demonstrate expected learning outcomes

Purposeful standards alignment and repeated practice with standards

Teachers meet during the summer to develop their sequence of instruction for the year and begin developing mini-assessments.

- Data-driven
- One standard at a time for Reading; may be two at a time for Math
- Alternate literary and informational standards
- Spiral review every four to five weeks

Coaches use the established pacing guides to develop the sequence of instruction for intervention and push in support groups.

- Intervention and push in support groups begin the fourth week of school
- Standard presented during intervention/push in mirrors the standard taught in the classroom during the Reading/Math block

The pacing guide for tutoring aligns with the standards taught during the Reading/Math blocks AND intervention/push in

- After school tutoring begins the sixth week of school
- Bottom 25% targeted

Teamwork Makes the Dream Work

Coordinating the efforts of personnel

Supporting teachers and students to achieve success

- 3rd-5th Grades – Pull out + push in support
 - Three coaches
 - Four paraprofessionals
 - Two part time interventionists
 - Two resource teachers
 - Two administrators
 - 10-12 pull out Reading intervention/support groups per grade level
 - Five push in ELA support groups per grade level
 - Four pull out Math intervention groups per grade level
 - Two push in Math support group per grade level

Oakshire's Systems for Success

Unique strategies that contribute to success at our
school

Uniquely Oakshire...

Extended Hour in
3rd Marking Period

All students 3-5
invited

One hour added to
school day on
Wednesday and
Thursday

Continuation of
instruction

Time to revisit
standards

Push in support
provided

MTSS

Grade level
standards

Skill deficits
scaffolded in

Tier 3
instruction is
below level

Additional differentiators

Resources are chosen carefully

Must align to rigor of standard

Mini-assessments given weekly or biweekly

Aligned to standards

Student task must mirror requirements of test item specifications

Teachers use task card questions to revise tasks that do not meet requirements

Reviewed by administrators

Teachers re-teach and re-test as needed

Teachers create their own tasks using the test item specs as a guide

Spiral reviews given to cover standards within a content band

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Questions?