

Oakridge School Action Plan

December 12, 2023 PTA Meeting Presentation

Oakridge School Action Plan

What is a **School Action Plan**?

- Each school in APS is required to develop an **action plan** to focus work on key **priority areas** to support student outcomes and implementation of the **APS Strategic Plan**.
- Each school's action plan aligns with the APS Strategic Plan (Goals, Performance Objectives & Strategies).
- [APS Strategic Plan Data Dashboard](#)

OUR GOALS



STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.



STUDENT WELL-BEING

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.



ENGAGED WORKFORCE

Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is a place where talented individuals choose to work.



OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community.



PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

School Action Plans - Requirements

- All schools were required to have goal addressing opportunity gaps on the Reading and Math SOL
- All schools were required to have goal addressing any VDOE school quality indicator that is at or approaching a level 2 or 3 performance rating (Oakridge was Level 1 [highest rating] in all areas)
- All schools were required to have a goal addressing inclusion of students with disabilities in the general education setting if their school level performance was below 65%
- Depending on needs, schools also had a goal(s) addressing school climate, SEL, and/or family partnerships

Student Success



STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

STRATEGIES – How we will achieve our goals

- 1) Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.
- 2) Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
- 3) Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- 4) Address unconscious racial bias by implementing implicit bias training throughout APS.

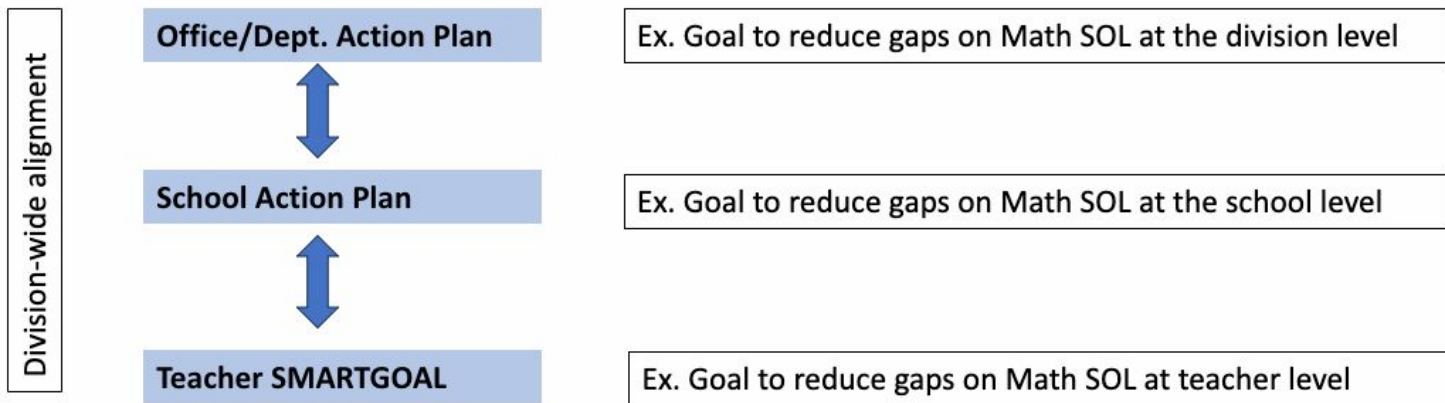
PERFORMANCE OBJECTIVES – How we measure our progress

- 1) By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments
- 2) By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.

Strategic Plan Implementation

Strategic Plan Performance Objective

PO-SS-1: By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.



Oakridge Action Plan (Goal 1)

Section 1 – Focus Area, Goals & Alignment to Strategic Plan

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spr. 2023 SOL. - All students - 75% -Black - 66% pass -Hispanic - 50% pass -SWD- 59% pass -English Learners - 47% pass -Econ. Disadv. - 56% pass	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
<ul style="list-style-type: none"> -Increase the pass rate for Black from 66% to at least a 75%, reducing the gap from 9 % to 7%. -Increase the pass rate for Hispanic from 50% to at least a 69%, reducing the the gap from 25% to 13%. -Increase the pass rate for EL from 47% to at least a 67%, reducing the gap from 28% to 15% -Increase the pass rate for SWD from 55% to at least a 69%, reducing the gap from 20% to 12% -Increase the pass rate for ED from 56% to at least a 70%, reducing the gap from 19% to 12%. 			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: <ul style="list-style-type: none"> -Increase the pass rate for Black from 66% to at least a 69%, reducing the gap from 9% to 8%. -Increase the pass rate for Hispanic from 50% to at least a 59%, reducing the the gap from 25% to 19%. -Increase the pass rate for EL from 47% to at least a 57%, reducing the gap from 28% to 21% -Increase the pass rate for SWD from 55% to at least a 62%, reducing the gap from 20% to 15% -Increase the pass rate for ED from 56% to at least a 63%, reducing the gap from 19% to 14%. 		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: <ul style="list-style-type: none"> -Increase the pass rate for Black from 69% to at least a 72%, reducing the current gap from 9% to 7% -Increase the pass rate for Hispanic from 59% to at least a 65%, reducing the current gap from 19% to 15% -Increase the pass rate for EL from 57% to at least a 64%, reducing the current gap from 21% to 16% -Increase the pass rate for SWD from 62% to at least a 66%, reducing the current gap from 16% to 14% -Increase the pass rate for ED from 63% to at least a 67%, reducing the current gap from 15% to 13% 		
Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: <ul style="list-style-type: none"> -Increase the pass rate for Black from 72% to at least a 75%, reducing the current gap from 8% to 7% -Increase the pass rate for Hispanic from 65% to at least a 69%, reducing the current gap from 15% to 13% -Increase the pass rate for EL from 64% to at least a 67%, reducing the current gap from 16% to 15% -Increase the pass rate for SWD from 66% to at least a 69%, reducing the current gap from 14% to 12% -Increase the pass rate for ED from 67% to at least a 70%, reducing the current gap from 13% to 12% 		

Oakridge Action Plan (Goal 1)

Section 2 – Strategic Plan Strategies & Action Steps

Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. ▼		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	▼		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.	Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.	Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	
Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	
Professional Learning: "Build teacher capacity through: -Coaching to support implementation of instructional practices and data analysis -Structures to support development of collective efficacy within the CLT/Grade Level"	Sept - June, ongoing	Principal, AP, Math Coach, CLT, Teachers	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Oakridge Action Plan (Goal 1)

Section 3 – Progress Monitoring

Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved		Results of Progress (End of Year)	Math SOL
	M-SS-3- Math SOLs		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions"

Student Well-Being: Action Steps

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being ▼		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health. ▼		
Baseline Data	52% favorable response rate on the 2022 YVM survey category Student Social, Emotional, Mental Health	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2026 YVM survey, at least 83% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM survey, at least 75% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health		
Annual Performance Goal Year 2 (2024-25)	By June 2025, on a school based survey, at least 80% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health		
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, at least 83% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health		

Student Well-Being: Action Steps

Tier 1

- Implement SEL curricular resource (Second Step)
- Deliver 20-30 minutes daily of explicit SEL instruction
- Establish a team to review data and determine student needs and interventions
- Identify SEL Lead who will act as a liaison between your school and central office
- Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs
- Administer SEL survey in the fall and spring to all students grades 3-12

Tier 2/3

- Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.

Professional Learning


- School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings
- Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)



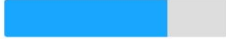





Student Well-Being: Progress Monitoring


SEL Survey


Grades 3-5

295 responses | [show breakdown](#)

 Save as PDF

Topic	⇅ Percent Favorable [?]	Compared to [?] Arlington Public Schools ⇅	Change since Spring 2023 [?]	
Self-Management ¹	78% 	+3	▲ 5	
Social Awareness ¹	73% 	+4	▲ 5	
Growth Mindset ¹	68% 	+6	▲ 9 Greatest increase	
Self-Efficacy ¹	61% 	+1	▲ 4	

 View all questions

 Take action with Playbook

Student Well-Being: Progress Monitoring School-Based Data

Oakridge has its own short and basic SEL survey that is given three times a year: beginning (September/October), middle (January/February), and end of year (May/June).

Our goal is to ensure ALL students have at least one adult at school they can trust, and ALL students feel safe and happy at school. Data is shared with counselors, classroom teachers, and all staff to follow up with any students who answered “No” on any question.

	23-24 BOY (Sept/Oct)
I have a grown up at school that I trust.	97% said yes
I feel safe at school.	96% said yes
I feel happy at school	90% said yes

Data Sources

- [VDOE School Quality Profiles: Oakridge](#)
 - Accreditation, Assessment, Enrollment Data and More
- [APS Strategic Plan Dashboard](#)
 - Student Success
 - Student Well Being
 - Engaged Workforce

VDOE School Quality Profile

- [The VDOE School Quality Profiles](#) (search **Oakridge**)

Home - Oakridge Elementary Quality Profile

Oakridge Elementary

GENERAL SCHOOL INFORMATION

Category: Elementary (PK-05) School

Phone: 703-228-5840

Address: 1414 24th St S Arlington, VA 22202

Principal: Dr. Lynne Wright

Superintendent: Francisco Duran

School Number: 360

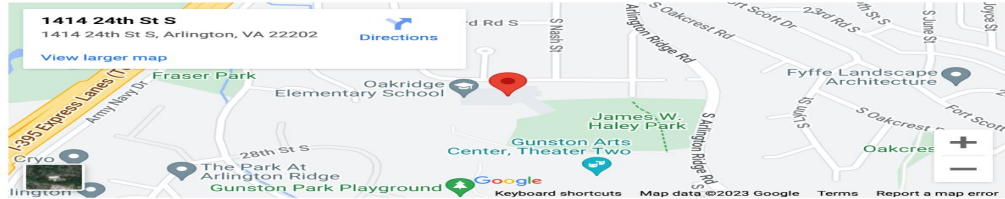
Region: 4

Division: [Arlington County Public Schools](#)

Division Number: 7

Division Website

Map results may not reflect school division or attendance zone boundaries.



PRINT REPORT

AT-A-GLANCE

Accreditation

Assessments

Enrollment

Finance

Learning Climate

Teacher Quality

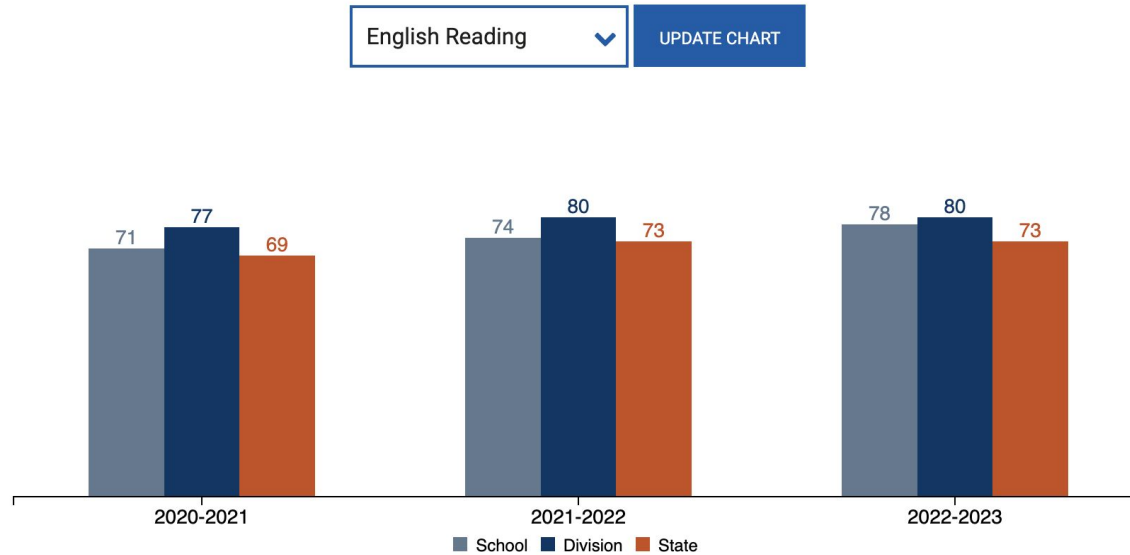
ESSA

School Readiness

ACCREDITATION

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**
Accreditation Status Last Year: **Accredited**
Triennial Accreditation: **2019 through 2023**

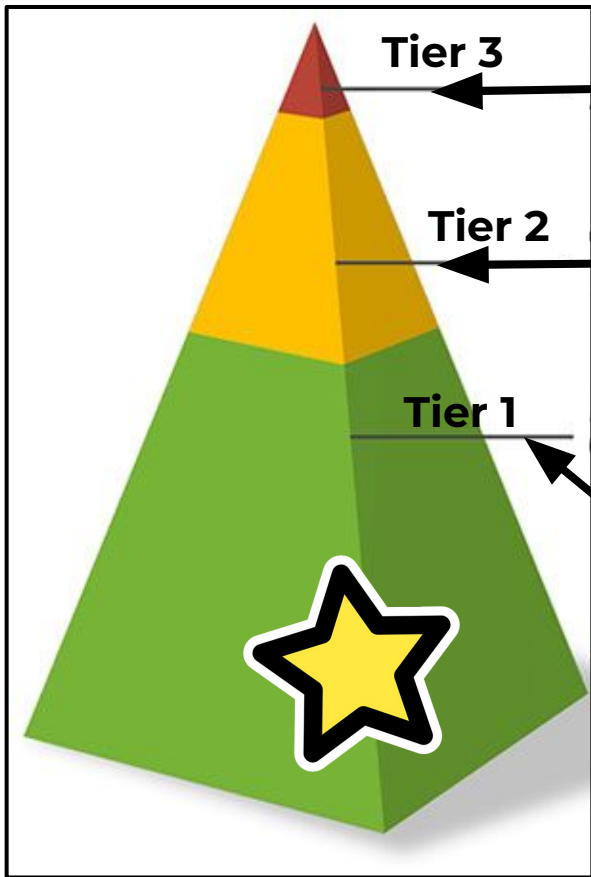
Reading SOL Test Data



Action Steps:

- A school-wide focus on systematic Tier 1 instruction through our core curriculums - CKLA (K-5) and Foundations (K-3)
- Consistently using data to implement targeted small group instruction

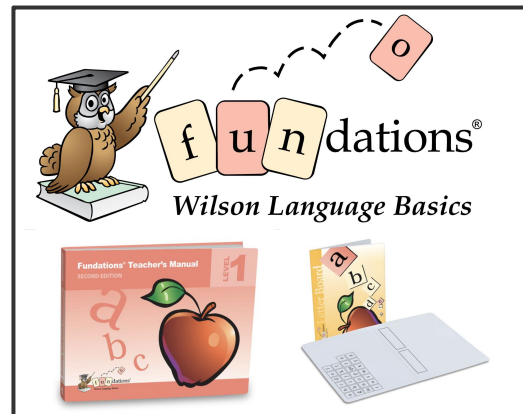
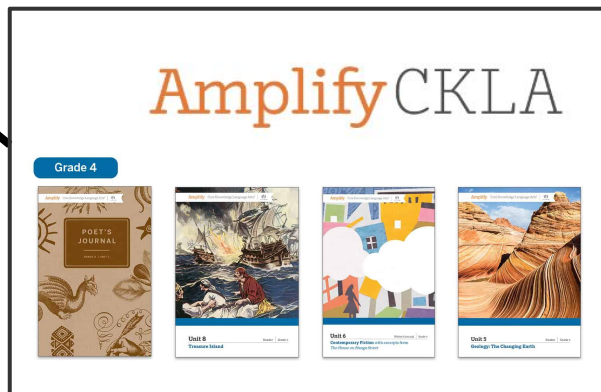
Reading



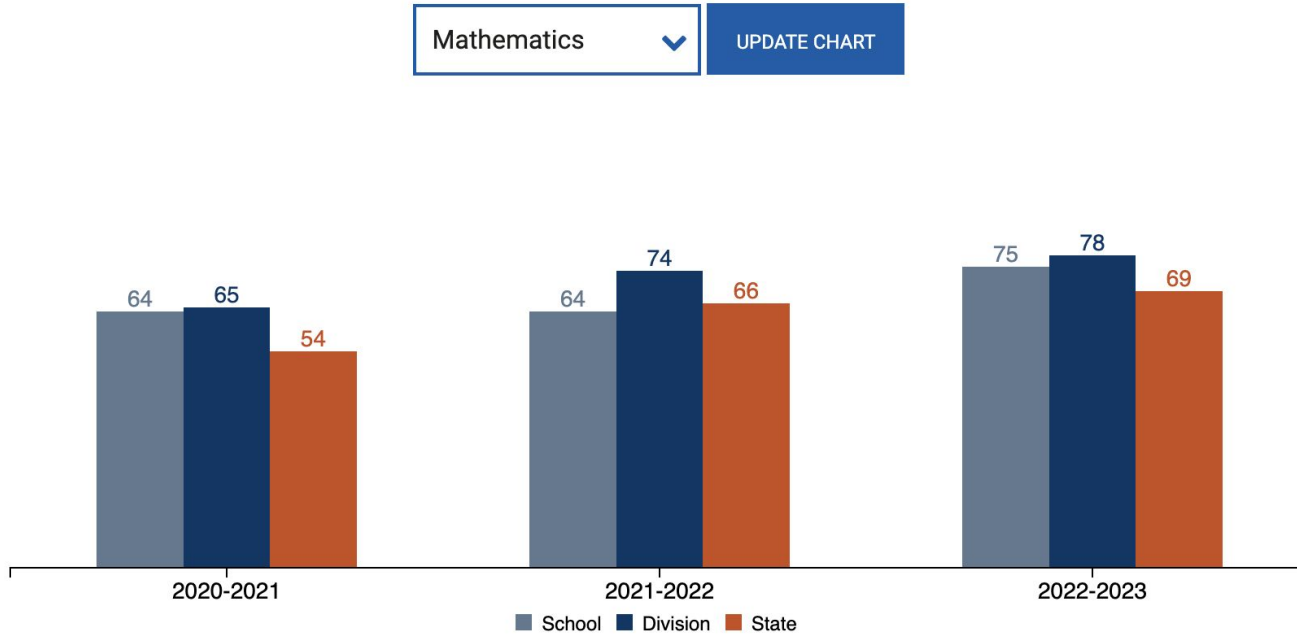
Intensive Small Group or Individual Instruction delivered by specialists, support teachers, or classroom teachers

Small Group Targeted Instruction delivered in grade-level, general-ed classrooms

Whole Group Instruction



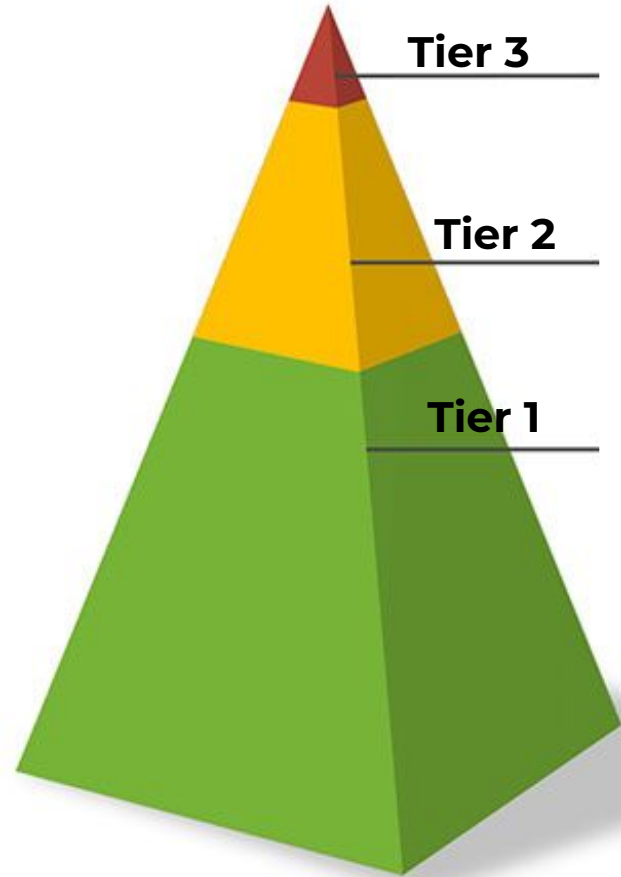
Math SOL Test Data



Action Steps:

- A school-wide focus on systematic Tier 1 instruction through the structure of math workshop (using a variety of curricular resources)
- Consistently using data to implement targeted small group instruction

Math



Tier 3

More Intensive Small Group/Individual Instruction from the classroom teacher and/or specialists

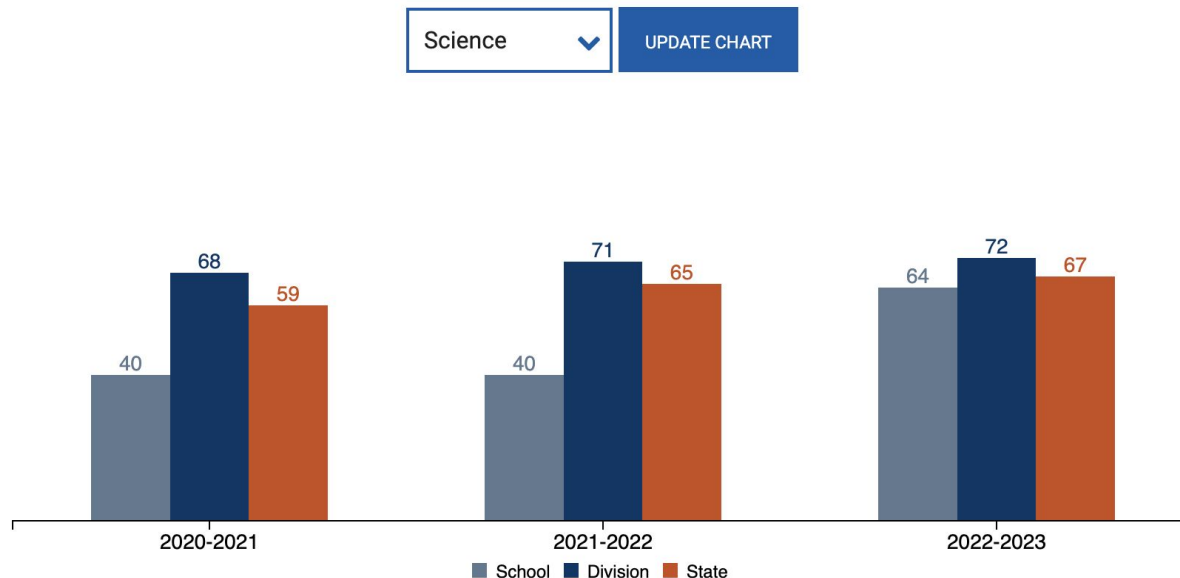
Tier 2

Additional Small Group Instruction from the classroom teacher

Tier 1

Math Workshop is our classroom structure that emphasizes: academic discourse, students doing the majority of the math, cooperative learning, and time for small group instruction. Teachers use a variety of curricular resources grounded in their grade-level Standards of Learning (SOLs) and VDOE process goals.

Science SOL Test Data



Action Steps:

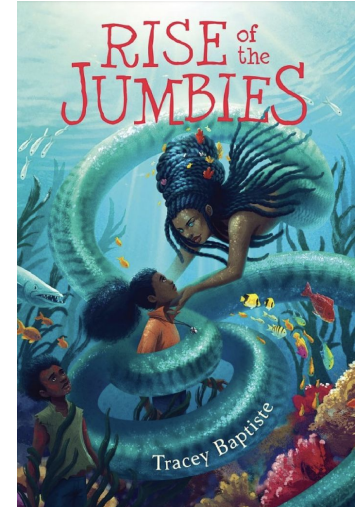
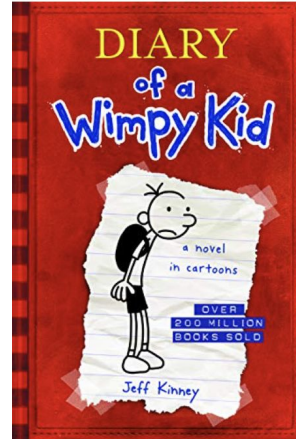
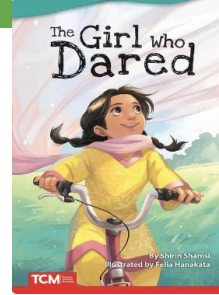
- Science Lab (special) - grades 3-5
- Voluntary, proactive visits from the Science Department to support instruction (CLTS, classroom etc)

Library Update

“What books are Oakridge students reading?”

Top 10 on Sora:

- Books opened: 3,559
- Total time read: 440.66 hours the last 30 days
- Reading an average of 18 minutes per session
 - Top title checkouts: (a total of 605 checkouts of these books in the last 30 days)
 - Five flying penguins
 - Save the day
 - Bluey magazine
 - Mario world of wonder
 - Super mario odyssey
 - Serpientes de cerca
 - Volcanes
 - Diary of a wimpy kid audiobook
 - Minecraft world
 - The girl who dared
 - Rise of the Jumbies



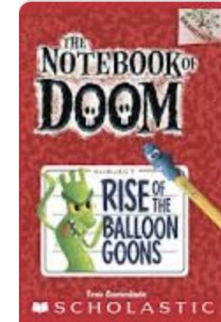
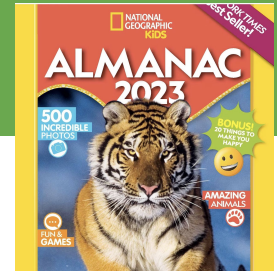
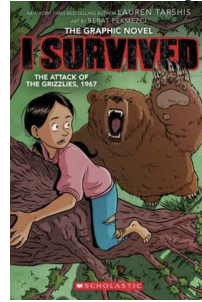
Library Update

“What books are Oakridge students reading?”

Top 10 on Destiny

1. National Geographic Kids almanac 2022
2. Guts- Raina Telgemeier
3. The Meltdown- Jeff Kinney
4. Ghosts-Raina Telgemeier
5. Old School- Jeff Kinney
6. My new friend is so fun!- Mo Willems
7. I survived the attack of the grizzlies, 1967: the graphic novel- Georgia Ball
8. Claudia and mean Janine- Raina Telgemeier
9. Sisters- Raina Telgemeier
10. The truth about Stacy- Raina Telgemeier

Other popular titles: Captain Underpants, Cardboard Kingdom, How to draw cute food, Pinkalicious series, Big Nate, Notebook of Doom, Dog breed guide, National Geographic Kids Almanac 2023



Library Update

- New furniture- lighter, on wheels, easier to move to accommodate different lesson & library needs
- Updated layout to help students better access the library independently.
- More space for students to browse, work, read, create and enjoy the library
- Future goals:
 - Our vision for the library is to create a safe, inclusive environment that can be used for exploring, learning, creating, and growing.
 - Continue to make the library a more inclusive space for all learners by adding additional flexible seating
 - Slowly replace broken & old tables and chairs with lighter & more functional seating with wheels so furniture can be moved as needed for different types of lessons and meetings.
 - We are hoping to start replacing 1 or 2 tables along with 4 chairs per year.

Library Furniture Ideas



Paragon EMOJI™ Stack Chairs



(0)

\$169.00 - \$199.00

Buy Now



ONLY AT DEMCO



Demco® FLEXplore Twist Tables



(2)

\$399.00 - \$439.00

Buy Now

ONLY AT DEMCO



Demco® FLEXplore Square Tables



(2)

\$259.00 - \$289.00

Buy Now

ONLY AT DEMCO



Demco® FLEXplore Round Tables



(1)

\$299.00 - \$359.00

Buy Now

ONLY AT DEMCO



Demco® FLEXplore Trapezoid Tables



(2)

\$289.00 - \$319.00

ONLY AT DEMCO



Quickview

Demco® FLEXplore Arrow Desks



(0)

\$205.00 - \$229.00

Buy Now

