Oakcrest Elementary School

2016-17 Schoolwide Improvement Plan

Oakcrest Elementary School

1112 NE 28TH ST, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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.

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 or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Oakcrest Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Oakcrest Elementary School of International Studies is committed to preparing our learners for success as
internationally minded, global citizens in society. Hands on experiences, cooperative learning opportunities, and inquiry based teaching and learning will strengthen students' knowledge, skills and confidence to take action as lifelong learners.

Staff, parents and community members will work collaboratively to create a safe, nurturing, and reflective educational
culture where students will reach their full potential.

b. Provide the school's vision statement.

Oakcrest Elementary School of International Studies strives to maintain an atmosphere of excellence, with the belief that all students can achieve at increasingly higher levels through hard work and tenacity, leading to success at the highest levels.

Oakcrest Elementary School of International Studies emphasizes the social, emotional, physical, and intellectual development of each child by encouraging them to be life-long inquirers, thinkers, communicators, and risk-takers, by developing intellectual curiosity and a thirst for discovery and achievement.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Building relationships with our parents, students and within the Oakcrest community is the key to developing a positive school culture and climate where learning can take place for our students. Various opportunities are extended to parents to come onto our campus as volunteers, to participate in activities and programs designed to support our educational goals for our students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The staff members at Oakcrest Elementary create a structured educational environment that is safe, fair, and respectful by building positive relationships throughout the campus. Students must feel safe and respected by all adults in the hallways, cafeteria, media center, computer labs, and in classrooms. Evidence of a structured and attractive educational setting are key to students feeling at home, safe and ready to learn.

Every morning and afternoon, staff members are on duty at various locations around the school campus to ensure safety and to greet students as they arrive onto campus encourage them as they leave in the afternoon. Classroom teachers welcome students into their classrooms at the classroom door as they enter the classroom. Each teacher has also taught procedures doors as students make their way into their classrooms. There are procedures in place as a preventive measure to reduce the chance for danger and misbehavior as well as for how parents and other visitors enter our campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavior system at Oakcrest is grounded within the framework of Positive Behavior Support (PBS). This evidence-based approach is employed within all areas of the school and provides a focus on reinforcing positive behaviors and teaching school-wide expectations. Teachers and staff are trained on the components of PBS and are further guided towards an understanding of the differentiation between major and minor behavior incidents. Behavior tracking forms are utilized to document and provide interventions for students that are not meeting the school-wide behavior expectations. Furthermore, the Multi-tiered Systems of Support (MTSS) is applied to the entire school community. This three tiered approach provides a format where students that are not responding to the school-wide Tier 1 plan are moved into a higher tier where a more individualized approach can be applied.

d. 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.

Administration and staff members together will plan and implement policies and procedures that will ensure a friendly, inviting atmosphere where students feel safe to learn and excel. Early identification of student's academic and personal/social needs is essential to promoting academic and personal growth. Students requiring additional support, whether social, emotional, or academic, will be identified and provided those opportunities to meet their individual needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Early Warning System provides data that shows students with a less than 90% attendance rate, and those with one or more suspensions. It also provides data on course failures in ELA and mathematics, along with those students who scored a Level 1 on a statewide assessment, ELA or mathematics.

b. Provide the following data related to the school's early warning system

1. 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	15	22	9	20	8	17	0	0	0	0	0	0	0	91
One or more suspensions	8	38	6	48	2	30	0	0	0	0	0	0	0	132
Course failure in ELA or Math	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	80	63	49	0	0	0	0	0	0	0	192

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	6	24	15	27	7	25	0	0	0	0	0	0	0	104

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intervention Strategies will include:
-Attendance Rewards--students are rewarded for improving their attendance .
-Individual Behavior Plans for those students that are struggling with the Tier 1 Behavior Plan.
-Additional Small Group/Differentiated Instruction are given to those students that are not meeting the proficiency
status in core academic areas and those that have score a Level 1 on state assessments.

In addition the following programs will be put into place.

SRA Early Interventions in Reading – Intervention for K-3
This early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations through prescribed lesson plans and routines, scaffolding that ensures student understanding, teacher modeling of new concepts, and ample guided practice with timely feedback.

SRA Early Interventions in Reading helps us identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

SRA Reading Mastery – Intervention for K-2 struggling readers
The Reading Strand addresses all five essential components of reading as identified by Reading First: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It provides spelling instruction to enable students to make the connection between decoding and spelling patterns and develops student decoding and word recognition skills that transfer to other subject areas.

The Oral Language/Language Arts Strand teaches the oral language skills necessary to understand what is spoken, written, and read in the classroom. It helps students to communicate ideas and information effectively and develops the ability to use writing strategies and writing processes successfully.

SRA Corrective Reading (Decoding) – Intervention for 3-5 struggling readers
Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–5 who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

The Decoding strand directly addresses all the critical reading components
identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/305587.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Oakcrest Elementary will continue to build relationships with our parents, local businesses, and churches in the community. We are working closely with several businesses who regularly donate supplies, their time, various rewards for staff members and other resources to support our school's mission. Parents are always welcome and encouraged to volunteer their time to support and participate in various programs, projects, and activities that will enhance learning and increase student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Dudley, Sharon	Principal
Smiley, Carmen	Assistant Principal
Casciato, Cristina	Instructional Coach
Hartley, Rosanne	Administrative Support
Rodriguez, Gisella	Instructional Coach
Trias, Tracy	Instructional Coach
Heyliger, Camille	Instructional Coach
Perez, Amie	Instructional Coach
Guinn , Misty	Dean
Flanagan, Laura	School Counselor

b. Duties

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

The school-based administrative leadership team is comprised of the following members: school principal - expert in disaggregating data, assistant principal - expert in curriculum and instruction, coordinator - expert in curriculum and instruction, guidance counselors - expert in testing and guidance, professional development Specialist - expert in training and support of teaching practice, ESE Coach - expert in ESE curriculum, Academic Coach- expert in diagnosing academic problems and interventions, IB Coordinator/Writing Coach - expert in IB curriculum and writing

instruction, and dean - expert in diagnostic testing.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the CIMS/SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations about student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

When necessary, specific concerns are referred to and addressed by the student assistance team (SAT) or other outside resources are utilized to meet the needs of the school and/or students.

2. 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.

Oakcrest Elementary's SAT team is comprised of various leadership team members and other school board personnel with the purpose of problem solving and addressing student needs.The school based leadership team meets each Monday to problem solve, monitor student achievement data, and review implemented student interventions. Student progress is constantly monitored and interventions adjusted based on student growth data. In addition, other services and resources are put into place to address other concerns that have been identified and which may affect students ability to successfully participate in the classroom. Decisions concerning how funds are used are made based on the outcome of the review of data, other information, and school or student needs as determined.

Title I Part A - Funds will be used to support instruction and learning in reading, writing, math, and science by way of Staff Development, and the purchase materials and resources.
Title I – Part C – Migrant Program: NA
District funds are used to purchase:
• School supplies,
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families.
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.
Title I –Part D- Neglected and Delinquent
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year,

intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through
EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education
Programs.
Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for
regular, disadvantaged and handicapped students in grades 7-12.
Health Department: District and schools coordinate with the Health Department for Absences
Programs, Asthma Programs and Nurses that oversee school health clinics.
Head Start: Pre-Kindergarten program is offered at selected school sites in the district.
Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Oakcrest Elementary
School during the school year and summer.
Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety
Week, Walk your Child to School, D.A.R.E. program.

Other agencies that we collaborate with for various programs:
Marion County Children's Alliance
Education Foundation
Early Learning Coalition of Marion County

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sharon Dudley	Principal
Tracy Trias	Teacher
Cedric Jacobs	Parent
Mary DeFreitas	Parent
Debra Lewter	Parent
Jordan Libby	Parent
Nan Kendall	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

In the spring, the SAC meets to review and discuss the current SIP and give feedback to be considered as a draft for the upcoming year is developed. School data and other information is considered during the discussion, goals developed and the plan created to best address the needs of the school. The SIP draft will be shared during our initial SAC meeting for the 2015-2016 school year. Further revisions will be made based upon input from the committee.

b. Development of this school improvement plan

The SAC meetings are informative and provide a forum to share information about Oakcrest Elementary, ideas from all involved, and an opportunity to problem solve issues or concerns here on campus. The SAC assists in developming and evaluating the School Improvement Plan, and providing assistance in the decsion making process.

c. Preparation of the school's annual budget and plan

The Council serves as a resource for the principal, assists in preparation of the school annual budget, and offers advice pertaining to the school program while acting as a liaison between the school and community.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Recruit new members representative of our student population at orientation, open house, through newsletters, SKylert messages and face to face.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dudley, Sharon	Principal
Smiley, Carmen	Assistant Principal
Casciato, Cristina	Instructional Coach
Hartley, Rosanne	Administrative Support
Rodriguez, Gisella	Instructional Coach
Trias, Tracy	Instructional Coach
Guinn , Misty	Teacher, K-12
Pierson, Shameka	Teacher, K-12
Heyliger, Camille	Instructional Coach
Mustain, Ana	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our literacy team promotes literacy by offering professional development activities throughout the school year as well as monitoring instruction in the classroom. The types of professional development opportunities offered are based on data and observations. First literacy is promoted to our students through quality tier 1 instruction. Our teachers are coached by administration and a variety of instructional coaches. We model rigorous lessons that are constructed using research based strategies from Learning Focus. As the Literacy Team works with teachers to improve tier 1 instruction, student literacy rates improve. Student literacy is also promoted through the Cooperative Learning and Action 100. Oakcrest's LLT trains teachers in a variety of programs for intensive intervention and enrichment instruction. Our trainings help teachers increase student skills in Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. We promote literacy to parents through parent resource nights. On these nights, parents are able to attend sessions on

various academic topics that will give them a basic understanding of what their child(ren) are being taught and strategies they can use to support and help their child(ren) at home. They will also receive resources to assist them at home to support learning and increase student achievement. Additionally, we provide a forum in which teachers and administration can discuss professional literacy programs, professional development and learning communities.

What will be the major initiatives of the LLT this year?

- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction small group instruction (Leveled Learning)
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, AIMSWeb, Learning Checks, etc.)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development needs
- Support for Para-professionals

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teachers participate in collaborative planning opportunities that have been scheduled throughout the school year. A leadership team member is present at these meeting to answer questions, provide support, and resources, and note issues that require additional research or action.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

All first year teachers and teachers new to Oakcrest Elementary will participate in a pre-school orientation to introduce and familiarize them with the curriculum, routines, programs, and the facility. Additional meetings will be held to further assist and train new teachers to support them throughout the school year. Administration and instructional coaches will be available to address questions, needs, and concerns, as well as share best practices and resources.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Administration will assign a mentor and buddy teacher to all new hires and teachers new to a grade level. In addition, they will be given opportunities to visit other classrooms to observe the best practices of seasoned teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Curriculum maps are created by the district and are based on the Florida State Standards. They include instructional strategies, a suggested timeline for instruction, essential questions, and a list of academic resources. In addition, the Literacy Leadership Team reviews the Florida Standards and resources to determine effective instructional resources necessary to effectively instruct the core curriculum.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to drive instruction. Students are screened using multiple tools that assist us in the purpose of providing differentiated instruction to meet the needs of each student. AIMSWeb is a district screener that allows us to recognize and place students in appropriate interventions or enrichment groups. These groups are fluid and allow for vertical mobility. Data from progress monitoring is collected frequently to determine success and movement of students in and out of intervention groups.
Progress monitoring data also serves the purpose for driving classroom instruction. Teachers monitor student data to differentiate instruction, as needed, to assist students in attaining proficiency levels. One example, of how data is used to supplement instruction in the classroom is that all 3rd grade retainees will receive an additional 50 minutes of reading instruction to assist them in attaining proficiency on the next State Assessment data from State Assessment and county Learning Check assessments

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will engage in an additional 60 minutes of core instruction each day. Students will be instructed on needs-based instructional intervention and enrichment programs during this time.

Strategy Rationale

The additional learning time will provide more time for student enrichment and intervention.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dudley, Sharon, sharon.dudley@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Stagger Start is a district initiative used to assist young students in transitioning into local elementary schools. There is a three day plan where each kindergarten student reports on a specific day for assessments, to development one on one relationships and to eliminate anxiety. Data collected is used to place students in a classroom and on the fourth day all students report.

Florida's Voluntary Pre-K, Head Start, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the District to assist preschoolers with early literacy skills: Thereby assisting the children with transitioning to kindergarten. Ongoing communication is provided to parents regarding these programs. We have one very effective pre-K classroom on our campus.

ELLM (Early Literacy Learning Model) is a research based curriculum that is implemented in all Title 1 preschool programs. The Waterford curriculum is also utilized in our Pre-K program to increase student's literacy skills. We have one very effective pre-K classroom on our campus. We also offer an orientation to private pre-school children to help them become familiar with our kindergarten program.

b. College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Florida Standards support the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:
• A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
• Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
• Independent and collaborative research projects embedded in the curricula.
• Collaboration, communication, and critical thinking skills threaded throughout the curricula.
• Real-world, problem-based applications.
• Content rich instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers establish expectations and effectively plan for active student engagement in reading, writing, math, and science through the use of Collaborative Planning, Differentiated Small Group Instruction, Kagan Cooperative Learning Structures, and Ambitious Instruction and Learning then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all teachers establish expectations and effectively plan for active student engagement in reading, writing, math, and science through the use of Collaborative Planning, Differentiated Small Group Instruction, Kagan Cooperative Learning Structures, and Ambitious Instruction and Learning then student achievement will increase. 1a

🔍 G084111

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	40.0
ELA/Reading Gains	50.0
FSA Mathematics Achievement	40.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development and coaching in Kagan Cooperative Learning in order to provide effective engagement and instruction.

- Teachers need ongoing planning opportunities for effective instruction including differentiation and engagement.

- Teachers' lack of experience teaching diverse student population. (Low SES, ethnically diverse)

- High rate of teacher turnover

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan Professional Development

- Kagan Coaching

- Kagan Lesson Planning

- Collaborative Learning Structures Modeling/Coaching Schedule

- Differentiated Instruction training provided by PDS

- Technology (engaged classrooms, brain pop with ELL component, iPads, etc)

- Kagan Professional Development for Administration and Leadership

- Paraprofessionals

- Academic Coach

- iReady

- Top Score Writing Grades 2-5

- Saxon Phonics grades Kinder-1

- Language for Learning- ESE

- Handwriting without Tears- ESE

Plan to Monitor Progress Toward G1. 8

Learning Checks, IReady data, AimsWeb, FCA data

Person Responsible
Sharon Dudley

Schedule
Monthly, from 8/3/2016 to 5/25/2017

Evidence of Completion
Data Chat Agendas, Data Notebooks

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. If all teachers establish expectations and effectively plan for active student engagement in reading, writing, math, and science through the use of Collaborative Planning, Differentiated Small Group Instruction, Kagan Cooperative Learning Structures, and Ambitious Instruction and Learning then student achievement will increase. 1

🔑 G084111

G1.B1 Teachers need professional development and coaching in Kagan Cooperative Learning in order to provide effective engagement and instruction. 2

🔑 B223479

G1.B1.S1 If teachers, coaches and administrators receive Kagan Cooperative Learning training and coaching, then they will be able to provide more engaging instruction and meaningful learning opportunities. 4

🔑 S235789

Strategy Rationale

Teachers will learn and develop skills that can be applied in the classroom in the area of cooperative learning, active engagement and differentiated small group instruction.

Action Step 1 5

Teachers will participate in ongoing Kagan Professional Development on structures, individual coaching, and lesson planning at Kagan Summer Academy and during the school year.

Person Responsible

Sharon Dudley

Schedule

Monthly, from 7/1/2016 to 5/31/2017

Evidence of Completion

Walkthroughs,Lesson Plans Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

School-based Kagan trained coaches will provide Kagan Cooperative Learning modeling and coaching in the correct use of structures.

Person Responsible

Carmen Smiley

Schedule

Biweekly, from 7/1/2016 to 5/20/2017

Evidence of Completion

Walk throughs, Classroom Observations, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Classroom observations will be conducted to determine if the teachers are utilizing the knowledge and skills gained from the professional development correctly or if they need further training or assistance.

Person Responsible

Sharon Dudley

Schedule

Weekly, from 8/3/2016 to 5/25/2017

Evidence of Completion

Kagan Coaching Schedules and Logs

G1.B2 Teachers need ongoing planning opportunities for effective instruction including differentiation and engagement. 2

🔑 B223480

G1.B2.S1 Teachers will be given collaborative planning opportunities throughout the school year. 4

🔑 S235790

Strategy Rationale

If teachers are given time to plan collaboratively, then they can effectively plan for instructional opportunities that are engaging and that meet the needs of all learners.

Action Step 1 5

Collaborative planning time

Person Responsible

Sharon Dudley

Schedule

Weekly, from 8/16/2016 to 5/25/2017

Evidence of Completion

Sign in Sheet, Agenda, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership Team Members will serve as assigned grade level liaisons to support teacher planning and data monitoring.

Person Responsible

Sharon Dudley

Schedule

Weekly, from 8/3/2016 to 5/25/2017

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Leadership Team will monitor the effectiveness of the collaborative planning meetings during their meetings.

Person Responsible

Sharon Dudley

Schedule

Weekly, from 8/3/2016 to 5/25/2017

Evidence of Completion

Sign In Sheets, Meeting Minutes, Agendas

G1.B3 Teachers' lack of experience teaching diverse student population. (Low SES, ethnically diverse) `2`

🔍 B223481

G1.B3.S1 School-based Kagan trained coaches will provide Kagan Cooperative Learning modeling and coaching in the correct use of structures. `4`

🔍 S235791

Strategy Rationale

Teachers will learn and develop skills that can be applied in the classroom in the area of cooperative learning, active engagement and differentiated small group instruction through the use of coaching and modeling of Kagan structures. Teachers will be provided these tools for teaching.

Action Step 1 `5`

Schedule regular weekly coaching and modeling opportunities to provide teachers with additional tools and support/ feedback to help with actively engaging students in learning.

Person Responsible

Carmen Smiley

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Walkthroughs, Observations, Fidelity Checks, Review of Data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Training will be provided for paraprofessionals and teachers on the use of materials, programs, and technology.

Person Responsible

Carmen Smiley

Schedule

Monthly, from 7/1/2016 to 5/25/2017

Evidence of Completion

Resources will be ordered and paraprofessionals hired.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.

Person Responsible

Sharon Dudley

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Fidelity observation will be conducted to determine if the staff members are utilizing programs correctly.

G1.B4 High rate of teacher turnover 2

🔑 B223482

G1.B4.S1 We are providing new teachers mentoring, coaching, modeling, walk abouts, and professional development. 4

🔑 S235792

Strategy Rationale

Providing teachers with tools for teaching and improving their teaching practice will provide confidence in their craft.

Action Step 1 5

Identify teachers who would benefit from extra support and supports needed.

Person Responsible

Sharon Dudley

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Walk throughs, feedback from professional development opportunities, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative meetings (classroom observations, teacher conferences, coaching and support assignments)

Person Responsible

Sharon Dudley

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Walk throughs, feedback from professional development opportunities, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Positive feedback for continued improvement

Person Responsible

Sharon Dudley

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Lesson Plans, Student data, Emails, Teacher feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 🔑 M309527	School-based Kagan trained coaches will provide Kagan Cooperative Learning modeling and coaching in...	Smiley, Carmen	7/1/2016	Walk throughs, Classroom Observations, Lesson Plans	5/20/2017 biweekly
G1.B3.S1.A1 🔑 A304099	Schedule regular weekly coaching and modeling opportunities to provide teachers with additional...	Smiley, Carmen	8/10/2016	Walkthroughs, Observations, Fidelity Checks, Review of Data	5/24/2017 weekly
G1.MA1 🔑 M309534	Learning Checks, IReady data, AimsWeb, FCA data	Dudley, Sharon	8/3/2016	Data Chat Agendas, Data Notebooks	5/25/2017 monthly
G1.B1.S1.MA1 🔑 M309526	Classroom observations will be conducted to determine if the teachers are utilizing the knowledge...	Dudley, Sharon	8/3/2016	Kagan Coaching Schedules and Logs	5/25/2017 weekly
G1.B2.S1.MA1 🔑 M309528	Leadership Team will monitor the effectiveness of the collaborative planning meetings during their...	Dudley, Sharon	8/3/2016	Sign In Sheets, Meeting Minutes, Agendas	5/25/2017 weekly
G1.B2.S1.MA1 🔑 M309529	Leadership Team Members will serve as assigned grade level liaisons to support teacher planning and...	Dudley, Sharon	8/3/2016	Agendas, Sign In Sheets, Lesson Plans	5/25/2017 weekly
G1.B2.S1.A1 🔑 A304098	Collaborative planning time	Dudley, Sharon	8/16/2016	Sign in Sheet, Agenda, Lesson Plans	5/25/2017 weekly
G1.B3.S1.MA1 🔑 M309530	Classroom observations will be conducted to determine if the staff members are utilizing the...	Dudley, Sharon	8/10/2016	Fidelity observation will be conducted to determine if the staff members are utilizing programs correctly.	5/25/2017 biweekly
G1.B3.S1.MA1 🔑 M309531	Training will be provided for paraprofessionals and teachers on the use of materials, programs, and...	Smiley, Carmen	7/1/2016	Resources will be ordered and paraprofessionals hired.	5/25/2017 monthly
G1.B4.S1.MA1 🔑 M309532	Positive feedback for continued improvement	Dudley, Sharon	8/10/2016	Lesson Plans, Student data, Emails, Teacher feedback	5/25/2017 monthly
G1.B4.S1.MA1 🔑 M309533	Administrative meetings (classroom observations, teacher conferences, coaching and support...	Dudley, Sharon	8/10/2016	Walk throughs, feedback from professional development opportunities, lesson plans	5/25/2017 biweekly
G1.B4.S1.A1 🔑 A304100	Identify teachers who would benefit from extra support and supports needed.	Dudley, Sharon	8/10/2016	Walk throughs, feedback from professional development opportunities, lesson plans	5/25/2017 monthly
G1.B1.S1.A1 🔑 A304097	Teachers will participate in ongoing Kagan Professional Development on structures, individual...	Dudley, Sharon	7/1/2016	Walkthroughs,Lesson Plans Classroom Observations	5/31/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all teachers establish expectations and effectively plan for active student engagement in reading, writing, math, and science through the use of Collaborative Planning, Differentiated Small Group Instruction, Kagan Cooperative Learning Structures, and Ambitious Instruction and Learning then student achievement will increase.

G1.B1 Teachers need professional development and coaching in Kagan Cooperative Learning in order to provide effective engagement and instruction.

G1.B1.S1 If teachers, coaches and administrators receive Kagan Cooperative Learning training and coaching, then they will be able to provide more engaging instruction and meaningful learning opportunities.

PD Opportunity 1

Teachers will participate in ongoing Kagan Professional Development on structures, individual coaching, and lesson planning at Kagan Summer Academy and during the school year.

Facilitator

Administration

Participants

Instructional Staff , Faculty, Coaches. Administrators

Schedule

Monthly, from 7/1/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in ongoing Kagan Professional Development on structures, individual coaching, and lesson planning at Kagan Summer Academy and during the school year.				$26,062.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0341 - Oakcrest Elementary School	Title I, Part A		$626.00
			Notes: Kagan CL Books and Binders			
			0341 - Oakcrest Elementary School	Title I, Part A		$19,354.00
			Notes: Kagan Consultants			
			0341 - Oakcrest Elementary School	Title I, Part A		$5,927.00
			Notes: Kagan Summer Academy			
			0341 - Oakcrest Elementary School	Title I, Part A		$155.00
			Notes: Kagan Professional Development materials			
2	G1.B2.S1.A1	Collaborative planning time				$17,608.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0341 - Oakcrest Elementary School	Title I, Part A		$7,658.00
			Notes: Resources for Collab Planning			
			0341 - Oakcrest Elementary School	Title I, Part A		$7,950.00
			Notes: Top Score Materials for Writing Planning/ Instruction			
			0341 - Oakcrest Elementary School	Title I, Part A		$2,000.00
			Notes: BrainPop Subscription			
3	G1.B3.S1.A1	Schedule regular weekly coaching and modeling opportunities to provide teachers with additional tools and support/ feedback to help with actively engaging students in learning.				$132,858.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0341 - Oakcrest Elementary School	Title I, Part A		$51,776.00
			Notes: Paraprofessionals			

			0341 - Oakcrest Elementary School	Title I, Part A		$22,840.00
			Notes: Technology			
			0341 - Oakcrest Elementary School	Title I, Part A		$58,242.00
			Notes: Academic Coach			
4	**G1.B4.S1.A1**	**Identify teachers who would benefit from extra support and supports needed.**				**$0.00**
					Total:	**$176,528.00**