Oakcrest Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	F

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Oakcrest Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Oakcrest Elementary School, our mission is to inspire and engage life-long learners by utilizing 21st century classroom strategies and inquiry-based, hands-on learning activities. We are committed to fostering positive, inclusive, school-wide and community relationships and will develop reflective citizens who make positive contributions to a global society.

b. Provide the school's vision statement.

Oakcrest Elementary School cultivates a positive school culture by inspiring students to develop a love of learning through inquiry and innovative, ambitious instruction, while encouraging active parent and community involvement.

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. In addition, teachers are actively building positive relationships with their students through personal interactions, such as showing interest in a student's activities within the school day and outside the school day, ensuring that students are making good choices regarding behavior and commitment to academics and showing a consistent desire to provide engaging inquiry based instruction.

Oakcrest has taken the initiative to branch out of the school environment, and go in to the neighborhoods of our students. We will provide a back to school event where teachers can meet with the students, give out books, provide school supplies, and offer free hair cuts. This event will allow the staff at Oakcrest to gain a deeper knowledge of our student population and their culture, help build relationships before school begins, and support the parents of our community.

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. We begin with creating a safe arrival and dismissal process. Faculty and staff are stationed through out the campus as students arrive and leave campus, to assure they are safe. Oakcrest is equipped with a high security fence, where visitors are only able to enter through the front office. Students are provided opportunity to participate in practice drills for fire, code yellow, code red, and tornado drills. Students are rewarded for following school rules and safety procedures through Class Dojo points and eagle bucks, which is part of our positive reward system.

Respect is one of our core values and expectations. It can be observed through out campus, amongst a variety of individuals. Respect is first observed as teachers greet students at the door as they enter

the classroom. We also reward students for showing characteristics of being respectful towards their teachers and peers.

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.

Oakcrest is proud to be part of the Positive Behavior System (PBS) initiated throughout our District. This is our first line of defense. 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. Administration and teachers are highly encouraged to provide positive feedback with our students, parents, and guardians. We begin this process by implementing Class Dojo school wide. Class Dojo is a platform where teachers are able to encourage students for any skill or value — whether it's working hard, being kind, or helping others. PBS and Class Dojo create a positive classroom and school wide culture, where students feel worthy and valued. Teachers are also required to make positive phone calls and send home positive referrals. These positive phone calls and referrals provide an added link of positive communication between teachers and parents.

If students are not responding to the positive reinforcement, then teachers are required to document student issues, along with strategies used to change behavior as well as consequences that students have experienced. When adequate consequences are met and behavior is still not acceptable, then the Dean of Students becomes involved with the student and we follow the district student discipline procedures. Protocols are in place to ensure that there is equity in administering consequences when necessary. The first two days of school students are provided the time to learn and understand the school-wide expectations through practicing the routines. In addition, students and teachers work together in developing the essential agreements in each classroom, defining the school-wide procedures for their class.

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.

Our top priority for teachers and administrators are to build positive relationships so that we are in tune with the needs of our students. Teachers are encouraged to monitor the social-emotional needs of their students on a daily basis. All staff will be trained through SEDNET on the biological response that occurs in the brain when submitted to trauma. In each classroom, teachers will teach students how to recognize their biological support. They will also have a designated cool down area.

As teachers become aware of any issues with their students, or others on our staff become aware of needs, the needs are addressed with administration, the leadership team, and/or the guidance counselor. The guidance counselor is trained to work through some of the social-emotional needs of our students. At the point we are not able to adequately meet the needs of the student, we refer the case to our District Problem Solving Team. Through discussion, the students may be mentored, provided additional or outside counseling, or provided academic support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, Performance Matters, 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	21	27	22	11	20	19	0	0	0	0	0	0	0	120
One or more suspensions	15	38	33	27	15	24	0	0	0	0	0	0	0	152
Course failure in ELA or Math	4	24	35	10	5	9	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	69	53	52	0	0	0	0	0	0	0	174

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	20	56	51	52	25	28	0	0	0	0	0	0	0	232

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

Oakcrest Elementary has an attendance plan to assist families that have high absenteeism. Our guidance department is involved in helping families through phone calls, CST meetings and referrals to TIPP as necessary. Oakcrest Elementary has the i-Ready® program that delivers online lessons at each student's level based on results from the online adaptive Diagnostic to be utilize during MTSS.

Other Intervention Strategies will include:
-Intervention Specialist employed to assist teachers with classroom management concerns and helping students with individual needs
-Attendance Rewards--students and staff are rewarded for improving their attendance.
-(PBS) Class Dojo points and awards for students with good attendance/meeting academic goals
-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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/423102.

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 tp build relationships with several businesses providing the following types of support: donate supplies, volunteering, various rewards for staff members and other resources to support our school's mission and values. Parents are always encouraged to volunteer their time to support and participate in various programs, projects, and activities that will enhance learning and increase student achievement. Oakcrest gives parents an opportunity to meet teachers before school actually begins. There is an Open House that encourages our parents to visit the classrooms, learn about the curriculum and see our school campus. We also conduct a Title I meeting that provides parents the knowledge regarding our Title I status.

Our administration and faculty are regularly making contact with parents and guardians so that Oakcrest has a positive impact in our community. Our school uses the PBS program, Positive Behavior Support, which helps to ensure that our students are rewarded for good and appropriate behavior. Students demonstrating appropriate behavior are often more engaged in learning, therefore increasing our student achievement.

Cox Communications is our business partner and will be donating resources needed throughout the school year. We also have a partnership with Monkey Cage, a consignment shop, where they will be helping supply uniforms for our students who may not be able to afford to purchase any. In addition, we are in connection with the Ocala Housing Authority (OHA), where their commitment is to improve the lives of the low/moderate income families in our school the opportunity for self-sufficiency through safe and secure housing. These businesses also provide other donations throughout the year. Donations to the school allows us to continue to motivate students to make academic gains.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Leinenbach, Diane	Principal
Guinn , Misty	Other
Howell, Karen	Assistant Principal

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 leadership team identifies areas in need of improvement and sets annual goals that are articulated in the CIMS/SIP. Together we will establish, communicate and build consensus among the staff, establish school policies, allocate school resources and support, engage in ongoing collaborative data- based problem solving, utilize data to monitor, evaluate, and expand school policies, procedures and processes. An action plan is then created to address each goal area. The team then meets weekly to set individual goals for students, to progress monitor student growth, and

address any needs for our campus. 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.

Leadership Team Roles and responsibilities:
Administration- Administration will develop a continuum of intervention supports which are readily accessible as soon as a student is indicated as at risk or off track. Develop effective intervention plans. Provide prevention supports which act to prevent students from becoming disengaged or developing skills deficits. They will analyze data to make changes that will increase student achievement.

Content Area Specialists (Reading/Math/Science)- Coaches will serve as a full time professional developer as a member of a school's district support team. The coach will collaborate with members of the district support team to generate improvement in reading, math, science and writing. Content Area Specialist will be the experts in diagnosing academic problems and interventions. They will serve as the liaison between teachers and administrators, and build positive working relationships with teachers and students. They will work side by side with teachers, modeling best practices and helping assist teachers in their daily instruction.

Deans - The deans will maintain effective student behavior so that learning is taking place. They will train and implement the Positive Behavior Support (PBS) system, campus wide, to assure that teachers create an environment that is conducive to learning.

Guidance Counselor - The guidance counselor will assist in providing support for parents, students and teachers in proper placement as well as additional supports they will need in order to be successful.

IB Coordinator- The IB coordinator assists teachers in implementing the components of the IB PYP curriculum.

Intervention Specialist- The intervention specialist will provide support for teachers in response to behavior, including modeling procedures for teachers.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Karen Howell	Teacher
Cedric Jacobs	Parent
Mary DeFreitas	Parent
Debra Lewter	Parent
Jordan Libby	Parent
Diane Leinenbach	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 2017-2018 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
Leinenbach, Diane	Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 multiple times a week through out the school year. Teachers meet for professional development on Monday afternoons as a school. They are also given an hour of planning time each day, so they are able to meet with their grade level for collaborative planning. A leadership team member is present at all meetings to answer questions, provide support, and resources, and note issues that require additional research or action.

Through creative scheduling, teachers are given approximately 4 hours of continuous grade level planning every 7 weeks. This allows collaboration and encourages positive working relationships with our teachers.This time is used for unwrapping the standards, looking at data, and sharing best practices of instruction. Content Area Specialist attend these meetings to provide support and modeling. Each

grade level is required to submit a product that was created during their collaboration and PLC.

During trainings and faculty meetings, meetings begin with sharing 5 positive things that might have happened to someone in our group. This encourages our teachers and helps to create positive working relationships.

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 Content Area Specialist will be available to address questions, needs, and concerns, as well as share best practices and resources. They will provide support through materials, supplies and resources. They'll provide quality ongoing professional development, and provide feedback on lessons, unit development, classroom management, and delivery. The goal is to make sure new teachers and teachers new to Oakcrest feel supported in every aspect of their day.

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

All new teachers are paired with a district liaison for new teachers. Her role is to support new teachers, assist with lesson development and identify areas of strength and areas that need to develop. In addition, all new teachers will be paired with an experienced staff member who will be available to aid in the transition to the school.

Oakcrest Elementary will provide a day where new teachers are able to gather and ask questions they may have. This meeting will occur bi-monthly. It will provide a safe haven for these teachers where they are able to discuss issues they may have, concerns they are facing, and ask for support within their classrooms. This group will also serve as a way to build positive relationships among our new teachers, and include collaborative discussions.

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 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. Administration and Content Area Specialist closely monitor classroom instruction to ensure that the core instructional program is aligned to the Florida Standards. Emphasis on the use of Common Boards not only being displayed but being utilized in instruction.

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. Progress monitoring data serves the purpose for driving classroom instruction. Teachers monitor student data to differentiate instruction, as needed, to assist students in attaining proficiency levels. Teachers have access to the Florida Standards along with District created curriculum maps aligned to the Florida standards. District provides monthly opportunities for training and staff development in the core curriculum areas. Half days are used for school site training by content area specialist, and administration. As formative assessments or district created assessments are given, teachers are required to analyze the data and determine how instruction should be changed to meet the individual needs of the students. During classroom instruction, teachers are required to provide differentiated instruction to students that require additional assistance or enhanced learning. During our MTSS block, many different levels of remediation and enrichment take place every day for 90 minutes with one 45 minute block in the morning and one 45 minute block of time in the afternoon.

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: 7,200

Students will engage in an additional 40 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
Leinenbach, Diane, jdiane.leinenbach@marion.k12.fl.us

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

Reading assessments, classroom observation, and formative assessments. iReady data will also be utilized to determine if strategies are effective or need to be adjusted to meet immediate student need. Comparing diagnostic data at intervals will also be used. In addition, FSA results as well as Local End of Course Exam results will help determine the effectiveness of our reading program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 two day plan where each kindergarten student reports on a specific day for assessments, to develop one on one relationships and to eliminate anxiety. Data collected is used to

place students in a classroom and on the third 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 pre-K classroom on our campus where we are focusing on providing a developmentally appropriate classroom environment.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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 tied to the standards and effectively plan for active student engagement in reading, writing, math, and science through the use of high yield strategies then student achievement and proficiency will improve.

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 tied to the standards and effectively plan for active student engagement in reading, writing, math, and science through the use of high yield strategies then student achievement and proficiency will improve. `1a`

🔍 `G096027`

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
2+ Behavior Referrals	20.0
Math Lowest 25% Gains	50.0
Discipline incidents	1000.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need professional development and coaching in Cooperative Learning as well as other engagement strategies in order to provide effective instruction.

- Teachers need on-going planning and professional development opportunities with content pedagogy, improving capacity for differentiation for diverse learners.

- High rate of teacher turnover

- Student behavior and lack of clear classroom expectations and procedures can interfere with classroom learning momentum.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School-wide Fundamental Five Book study

- Collaborative Learning Strategies professional development

- Differentiated Instruction professional development

- Technology professional development (engaged classrooms, use of inter-write boards and smart tools, iPads, chrome books, Google classroom, etc)

- Paraprofessionals

- Content Area Specialists in Math, Science and ELA as well as an intervention specialist (Academic Coach)

- iReady

- Top Score Writing Grades 2-5

- Common Boards professional development

- Chunking and pacing strategies

- School-wide expectations and procedures

- The Leader in Me book study and resources for school-wide implementation

- Picture Perfect Science reference books

- Little Bits Steam Kits
-

Plan to Monitor Progress Toward G1. `8`

Classroom observations, Meeting Minutes, Agendas, Lesson Plans, Common Boards

Person Responsible
Diane Leinenbach

Schedule
Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion
Classroom observations, discipline data, Class DOJO Data, Classroom assistance log

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 tied to the standards and effectively plan for active student engagement in reading, writing, math, and science through the use of high yield strategies then student achievement and proficiency will improve. 1

🔑 G096027

G1.B1 Teachers need professional development and coaching in Cooperative Learning as well as other engagement strategies in order to provide effective instruction. 2

🔑 B258508

G1.B1.S1 Teachers need professional development in effective student engagement and instruction for a diverse student population. 4

🔑 S273716

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 Professional Development on structures, individual coaching, and lesson planning.

Person Responsible

Diane Leinenbach

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Walkthroughs,Lesson Plans, Classroom Observations

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

Administrators, Content Area Specialists

Person Responsible

Diane Leinenbach

Schedule

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

Evidence of Completion

Walk throughs, Classroom Observations, Lesson Plans, Common Boards, Discipline data, Class DOJO Data, Classroom assistance log

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. Students will be observed in engaging activities tied to the standards.

Person Responsible

Diane Leinenbach

Schedule

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

Evidence of Completion

Walk-through Schedules and Logs, Discipline data, Class DOJO Data, Classroom assistance log

G1.B2 Teachers need on-going planning and professional development opportunities with content pedagogy, improving capacity for differentiation for diverse learners. 2

🔍 B258509

G1.B2.S1 Teachers will be given collaborative planning opportunities throughout the school year, weekly. In addition, every 6 to 8 weeks, each grade level will have an extended collaborative planning time. Teachers will also have professional development opportunities twice per week. 4

🔍 S273717

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. In addition, sharing best practices will support improved instructional strategies.

Action Step 1 5

Provide collaborative planning time with Content Area Specialists

Person Responsible

Diane Leinenbach

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Sign in Sheet, Agenda, Lesson Plans, Common Boards

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

Content Area Specialists will facilitate teacher planning and data monitoring.

Person Responsible

Karen Howell

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans

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

Leadership Team and Content Area Specialists will monitor the effectiveness of the collaborative planning meetings as well as the implementation of the planned strategies.

Person Responsible

Diane Leinenbach

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Sign In Sheets, Meeting Minutes, Agendas, Lesson Plans, Common Boards, Classroom walk-through data, observation data

G1.B3 High rate of teacher turnover `2`

🔑 B258510

G1.B3.S1 We are providing new teachers and those who benefit, with mentoring, coaching, modeling, classroom visits, and professional development. `4`

🔑 S273718

Strategy Rationale

Providing teachers with tools for teaching and improving their teaching practice will provide confidence in their craft. This will be supported through The Fundamental 5 and The Leader in Me.

Action Step 1 `5`

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

Person Responsible

Diane Leinenbach

Schedule

Monthly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Walk throughs, feedback from professional development opportunities, lesson plans

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

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

Person Responsible

Karen Howell

Schedule

Weekly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Walk throughs, feedback from professional development opportunities, lesson plans

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

Improved delivery of content, increased student engagement resulting in improved student achievement and learning.

Person Responsible

Diane Leinenbach

Schedule

Monthly, from 8/3/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Student data, Emails, Teacher feedback reflects improvement in delivery

G1.B4 Student behavior and lack of clear classroom expectations and procedures can interfere with classroom learning momentum. 2

🔑 B258511

G1.B4.S1 Develop school-wide expectations and procedures. Teach, model and enforce these expectations through positive reinforcement and the use of Class DOJO. Utilize these expectations in all areas of school (bus, cafeteria, hallways as well as classroom). The Leader in Me will be implemented to provide a systematic way to develop students. 4

🔑 S273719

Strategy Rationale

Allows for consistency in expectations, providing a structured learning environment.

Action Step 1 5

Display and teach the school-wide expectations in every class as well as use of Class DOJO.

Person Responsible

Diane Leinenbach

Schedule

Daily, from 8/1/2017 to 5/31/2018

Evidence of Completion

Evidence of signage, DOJO point collection, student ability to discuss the school-wide expectations, decline in discipline referrals

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

Teaching and following procedures and school-wide expectations, Intervention Specialist employed to assist teachers with classroom management concerns and helping students with individual needs

Person Responsible

Misty Guinn

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom observations, discipline data, Class DOJO Data, Classroom assistance log

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

Declined number of discipline referrals and classroom disruptions as well as increased number of Class DOJO points.

Person Responsible

Ronald Jones

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom observations, discipline data, Class DOJO Data, Classroom assistance log

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 🔍M394336	Administrators, Content Area Specialists	Leinenbach, Diane	7/1/2016	Walk throughs, Classroom Observations, Lesson Plans, Common Boards, Discipline data, Class DOJO Data, Classroom assistance log	5/20/2017 biweekly
G1.B1.S1.MA1 🔍M394335	Classroom observations will be conducted to determine if the teachers are utilizing the knowledge...	Leinenbach, Diane	8/3/2016	Walk-through Schedules and Logs, Discipline data, Class DOJO Data, Classroom assistance log	5/25/2017 biweekly
G1.B4.S1.A1 🔍A367518	Display and teach the school-wide expectations in every class as well as use of Class DOJO.	Leinenbach, Diane	8/1/2017	Evidence of signage, DOJO point collection, student ability to discuss the school-wide expectations, decline in discipline referrals	5/31/2018 daily
G1.MA1 🔍M394343	Classroom observations, Meeting Minutes, Agendas, Lesson Plans, Common Boards	Leinenbach, Diane	8/10/2017	Classroom observations, discipline data, Class DOJO Data, Classroom assistance log	6/1/2018 weekly
G1.B1.S1.A1 🔍A367515	Teachers will participate in ongoing Professional Development on structures, individual coaching,...	Leinenbach, Diane	8/3/2017	Walkthroughs,Lesson Plans, Classroom Observations	6/1/2018 weekly
G1.B2.S1.MA1 🔍M394337	Leadership Team and Content Area Specialists will monitor the effectiveness of the collaborative...	Leinenbach, Diane	8/3/2017	Sign In Sheets, Meeting Minutes, Agendas, Lesson Plans, Common Boards, Classroom walk-through data, observation data	6/1/2018 weekly
G1.B2.S1.MA1 🔍M394338	Content Area Specialists will facilitate teacher planning and data monitoring.	Howell, Karen	8/3/2017	Agendas, Sign In Sheets, Lesson Plans	6/1/2018 weekly
G1.B2.S1.A1 🔍A367516	Provide collaborative planning time with Content Area Specialists	Leinenbach, Diane	8/3/2017	Sign in Sheet, Agenda, Lesson Plans, Common Boards	6/1/2018 weekly
G1.B3.S1.MA1 🔍M394339	Improved delivery of content, increased student engagement resulting in improved student...	Leinenbach, Diane	8/3/2017	Lesson Plans, Student data, Emails, Teacher feedback reflects improvement in delivery	6/1/2018 monthly
G1.B3.S1.MA1 🔍M394340	Administrative meetings (classroom observations, teacher conferences, coaching and support...	Howell, Karen	8/3/2017	Walk throughs, feedback from professional development opportunities, lesson plans	6/1/2018 weekly
G1.B3.S1.A1 🔍A367517	Identify teachers who would benefit from extra support and identify the supports needed.	Leinenbach, Diane	8/3/2017	Walk throughs, feedback from professional development opportunities, lesson plans	6/1/2018 monthly
G1.B4.S1.MA1 🔍M394341	Declined number of discipline referrals and classroom disruptions as well as increased number of...	Jones, Ronald	8/10/2017	Classroom observations, discipline data, Class DOJO Data, Classroom assistance log	6/1/2018 weekly
G1.B4.S1.MA1 🔍M394342	Teaching and following procedures and school-wide expectations, Intervention Specialist employed to...	Guinn , Misty	8/10/2017	Classroom observations, discipline data, Class DOJO Data, Classroom assistance log	6/1/2018 daily

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 tied to the standards and effectively plan for active student engagement in reading, writing, math, and science through the use of high yield strategies then student achievement and proficiency will improve.

G1.B1 Teachers need professional development and coaching in Cooperative Learning as well as other engagement strategies in order to provide effective instruction.

G1.B1.S1 Teachers need professional development in effective student engagement and instruction for a diverse student population.

PD Opportunity 1

Teachers will participate in ongoing Professional Development on structures, individual coaching, and lesson planning.

Facilitator

Administration, Content Area Specialists

Participants

Instructional Staff , Faculty, Content Area Specialists. Administrators

Schedule

Weekly, from 8/3/2017 to 6/1/2018

G1.B4 Student behavior and lack of clear classroom expectations and procedures can interfere with classroom learning momentum.

G1.B4.S1 Develop school-wide expectations and procedures. Teach, model and enforce these expectations through positive reinforcement and the use of Class DOJO. Utilize these expectations in all areas of school (bus, cafeteria, hallways as well as classroom). The Leader in Me will be implemented to provide a systematic way to develop students.

PD Opportunity 1

Display and teach the school-wide expectations in every class as well as use of Class DOJO.

Facilitator

Ronald Jones, David Steffey, Misty Guinn

Participants

All teachers and paraprofessionals.

Schedule

Daily, from 8/1/2017 to 5/31/2018

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 Professional Development on structures, individual coaching, and lesson planning.				$44,954.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	Title I, Part A		$1,424.00
		Notes: Fundamental 5 Book Study				
	5100	510-Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$1,530.00
		Notes: Acaletics: Science Quik-Pik (Books 1 and 2)				
	5100	500-Materials and Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$3,500.00
		Notes: Top Score Writing				
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$2,200.00
		Notes: Picture Perfect Science Kits				
	6400	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$200.00
		Notes: Harry Wong: The First Days of School				
	6150	510-Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$1,500.00
		Notes: Parent Family Engagement				
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$1,200.00
		Notes: Little Bits STEAM Kits				
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	Title, I Part A		$400.00
		Notes: The Daily 5				
	6400	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		$33,000.00
		Notes: The Leader in Me Program and Book Study				
2	G1.B2.S1.A1	Provide collaborative planning time with Content Area Specialists				$184,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0341 - Oakcrest Elementary School	Title I, Part A		$184,700.00
		Notes: Content Area Specialists				

3	G1.B3.S1.A1	Identify teachers who would benefit from extra support and identify the supports needed.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0341 - Oakcrest Elementary School	UniSIG		$2,000.00
			Notes: Provide substitutes to allow for learning walks for teachers to observe other master teachers			
4	G1.B4.S1.A1	Display and teach the school-wide expectations in every class as well as use of Class DOJO.				$58,512.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Oakcrest Elementary School	Other		$500.00
			Notes: Signage around campus to teach and re-enforce school-wide expectations.			
	6400	100-Salaries	0341 - Oakcrest Elementary School	Title, I Part A		$58,012.00
			Notes: Intervention Specialist (Academic Coach) Misty Guinn			
					Total:	$290,166.00