

Escambia County School District

# Oakcrest Elementary School



2017-18 Schoolwide Improvement Plan

## Oakcrest Elementary School

1820 HOLLYWOOD AVE, Pensacola, FL 32505

www.escambiaschools.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	F	D*	D

*\*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 Escambia 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	27
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## 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
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission at Oakcrest Elementary is to serve: Every Student...Every Day...Whatever it Takes!

##### b. Provide the school's vision statement.

The Oakcrest Family will use preventative, teaching, and reinforcement-based strategies every day to create a positive learning environment for students, parents, faculty, and staff. We believe that parent/family involvement is very important to student achievement, and we will provide many opportunities for our parents to be involved in their children's education.

#### 2. School Environment

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

Teachers make contact with families prior to the beginning of school and are required to maintain and document that contact throughout the school year. We also schedule monthly family nights to help foster parent involvement. These are instrumental in building important relationships with families. Our ESOL department provides translation and outreach to involve our ELL families. The school utilizes the Positive Behavior Support system which promotes forging relationships between teachers and their students. Our faculty has implemented Capturing Kids Hearts framework and will continue to in the 2017-2018 school year. This program focuses on building relationships between faculty/staff and students. In the 2017-2018 school year, we will continue to implement a school wide uniform policy for students. Faculty and staff members have come on board with this initiative and are wearing uniforms to match the students.

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

The PBIS system is followed school wide, including administration, staff, faculty, and bus drivers. The students experience the same expectations before, during, and after school. Procedures are uniform throughout the school involving the hallway, bathroom, and cafeteria. The school does not tolerate bullying. The Administration and support staff are available to teachers and students to discuss and/or investigate reports of possible bullying. Capturing Kids Hearts materials have been posted throughout our school to allow for a common language to be utilized with our students. Students are instrumental in developing a social contract for their classroom.

##### 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 PBIS system is a school wide token-based economy. Procedures are uniform throughout the school including the hallway, bathroom, and cafeteria. Students will earn Eagle Tickets each day for following these procedures and other positive behaviors. Students will be allowed to "spend" their tickets once a week at the Eagle Prize Cart. The faculty and staff are available to teachers and students to discuss or help reteach appropriate behaviors. PBIS is introduced at the beginning of the school year with a PBIS Kick-Off for the faculty. For the students, teachers introduce and model

Capturing Kids Hearts and Whole Brain strategies. There are posters in the hallway and lessons presented on WOAK (CCTV). New teachers are trained in PBIS and refresher trainings are presented during faculty meetings and grade level meetings. New students will be oriented and taught school wide expectations and rules by fellow peers as they arrive.

**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 Positive Behavior Support Coach is a go-to resource for students struggling with behavior. The buddy teacher system also gives students a place to go temporarily if the classroom they are in is not working for them. The school guidance counselor is available to talk regularly with students who have various emotional needs. This year, CDAC and University of West Florida are providing counseling support for our students. Children's Home Society provides a clinical counselor who further provides therapeutic based strategies to support our students' emotional and social well being. The school is open to mentors and reaches out to several community groups. The school also partners with local agencies to provide basketball, football, and cheerleading opportunities for students. Teachers volunteer to coach these events which allows them to mentor, build relationships and be a role model for students.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

Our school receives a report at least annually that includes the following data:

- 1) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- 2) One or more suspensions, whether in school or out of school
- 3) Course failure in English Language Arts or Mathematics
- 4) A Level 1 score on the statewide, standardized assessments in English Language Arts 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	2	13	12	20	16	32	0	0	0	0	0	0	0	95
One or more suspensions	1	7	3	13	3	7	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	9	20	31	18	24	0	0	0	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	12	27	52	0	0	0	0	0	0	0	91

**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	0	7	12	20	16	32	0	0	0	0	0	0	0	87

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

Students who are struggling with behavior are retaught appropriate behaviors and tracked with infraction reports and behavior plans at Tier II and Tier III. Students who are habitually tardy and absent receive a visit from the visiting teacher and a conference is scheduled with administration to establish strategies for improvement. Students who are struggling with coursework and scoring less than proficient on state assessments are referred to Rtl to begin receiving instructional interventions. For the 2017-2018 school year, we have an Intervention Teacher for Grades 3-5. Our Intervention Teacher will work with students in individual/small group instruction in Reading. Students in 4th and 5th grades who have been identified as having two or more EWS indicators will work with intensive small group instruction provided by additional support staff for the school year 2017-2018.

**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?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Oakcrest Elementary receives Title 1, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs activities, and procedures in accordance with the definitieons in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in Title I, Par A programs.

**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.**

Our Positive Support Behavior Coach works with several community groups and partners with local agencies to provide needed resources and services for students and families. Cram the Van offers students the opportunity to get school supplies when needed. Our Backpack Club has been established especially for families in need of food. Our school based food pantry and clothes closet is voluntarily maintained. For positive behavior incentives, we receive donations from our partners, local businesses, community members, teachers, and staff members. Our partners also help support sports programs (football, basketball, and cheerleading) for our students. We also will continue to partner with Escambia County Fire Rescue to present fire safety training for all students KG-5th Grade. Pensacola Little Theatre also provides support to our Fine Arts and Drama programs.

**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
Bonifay, Linda	Principal
Ford, Rodney	Other
Herber, John	Teacher, K-12
Martin, Lori	Teacher, K-12
Bosso, Peggie	Teacher, K-12
Henry-Slater, Michel	Instructional Coach
Crosby, Charles	Teacher, K-12
Sheppard, Tasheba	Assistant Principal
Rabb, Sara	Teacher, K-12
Dunaway, Elizabeth	Teacher, K-12
Jones, Phillip	Teacher, K-12
Daggs, Donya	Teacher, K-12
Nicks, Angela	Teacher, K-12

**b. Duties**

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

Linda Bonifay, Principal: Provides a common vision for the use of data-based decision making, ensures that the school is implementing PBIS, RtI, and engagement strategies; schedules common planning time within the master schedule to enable grade levels to have planning and meeting time together.

Tasheba Sheppard, Assistant Principal: Assists grade levels with making data-based decisions for instruction, assists in monitoring the use of engagement and all academic strategies, provides scheduling and support for computer-based assessments, supervises transportation, facilitates RtI/ MTSS, and student attendance rates.

Rodney Ford, Positive Behavior Support Coach: Partners with community groups and local businesses to provide needed resources and services for students and families. Provides resources for students struggling with behavior, facilitates discussion with teachers and students to reteach appropriate behaviors.

Michel Henry-Slater, Resource Teacher: Provides information about the core instruction, models effective instructional strategies in classrooms, participates in student data collection for RtI, and collaborates with other staff to implement Tier II and Tier III interventions, facilitates school wide implementation of SRA and identifying students for individualized or small group instruction with the Intervention 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.**

Our Leadership Team meets on a regular basis to devise strategies and interventions to meet the needs of our school population. These strategies and interventions are shared with our faculty and staff for designing core instruction, small group instruction, and Tier implementation to meet the needs of individual students. The team, along with the faculty, monitors the students' progress and implements needed interventions. While disaggregating the data, the team devises professional development needs and staffing configurations to successfully meet our students' needs.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted by hiring: Family and Community Liaison, Resource Teacher, and a part-time Technology Coordinator. Funds are utilized to enhance services provided to students with the purchase of needed computer hardware/software, quality Pre-Kindergarten programs, as well as supplemental educational services.

Title I, Part C Migrant: Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined there are currently no Migrant students at Oakcrest Elementary. When these students enroll we provide the following services: health related referrals, health screenings, school supplies, supplemental clothing, nutrition, and referrals to other social services.

Title I, Part D: Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II: Professional Development is offered at both the school and district level in various areas, including but not limited to: reading, math, science, writing, language arts, social studies, RtI, testing protocol, and positive behavior management.

Title III: Services for English Language Learners are provided as required by law. Several ELL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ELL endorsed teachers provide services. Teachers who serve ELL identified students have ELL endorsement on their teaching certificate. Our school is an ELL Center and we serve 31 children in Grades K - 5.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Oakcrest Elementary, we have identified 11 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI): SAI monies are used for funding student mentoring programs and classroom supplies/materials.

Violence Prevention Programs: The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs: Our school is committed to offering nutritional choices in its cafeteria. This

includes salad bar, a la carte items, and self serve options. Our school is a Healthier Generation Alliance School. This school follows the district's nutrition program for summer feeding sites.

Housing Programs: N/A

Adult Education: N/A

CTE: N/A

Job Training: N/A

Additional Funds: Oakcrest Elementary receives money provided by grants/donations for the school garden, reading incentives, supplemental technology, and positive behavior intervention support.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Linda Bonifay	Principal
Rodney Ford	Teacher
Corisa Bonifay	Education Support Employee
Victoria Dial	Parent
Jovon Gulley	Parent
Jeannie Wilson	Parent
Erica Threatt	Parent
Leroy Williams	Business/Community
Anthony Robinson	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

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

##### a. Evaluation of last year's school improvement plan

The SAC defines adequate progress and provides feedback for the school and for each goal in the school improvement plan.

##### b. Development of this school improvement plan

The SAC helps identify the needs of the school and community. They participate in the development of educational priorities and identification of resources.

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

The SAC provides input into the school's educational plan and budget.

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

Oakcrest school improvement funds will be appropriated in the following ways:

Study Island KG-5th (Reading, Math, Social Studies, Science)= \$2, 591.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

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

**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
Bonifay, Linda	Principal
Henry-Slater, Michel	Instructional Coach
Rabb, Sara	Teacher, K-12
Sheppard, Tasheba	Assistant Principal
Bogan, Elea	Teacher, K-12
Hopkins, Shannon	Teacher, K-12
Buggs, Anna	Teacher, K-12
Ware, Michelle	Teacher, K-12
Shook, Megan	Teacher, K-12
Green-Randolph, Meachell	Teacher, K-12
Dunaway, Elizabeth	Teacher, K-12
Lingo, Michelle	Teacher, K-12

**b. Duties**

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

The Literacy Team meets monthly and reviews data from DRA, FSA, STAR, SRA, Thinking Maps and other sources to monitor student progress. This data will be used to assist in differentiating instruction to meet the needs of our students.

The Literacy Team has six goals:

- 1) promote school wide reading (educate staff and implement AR program
- 2) increase higher order thinking (focus on higher order questioning, use of Thinking Maps, improving written responses through Being A Writer Curriculum and student engagement
- 3) increase student exposure to informational text
- 4) improve student written response to informational text and literature
- 5) increase professional knowledge - implement book studies; and
- 6) increase parent knowledge of how to help their children at home.

**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.**

Our school is proactive and encourages teamwork and professional development. Common planning time is provided for each grade level within the master schedule. Weekly grade level meetings are required along with bi-weekly data meetings with Administration. Also, each new teacher is assigned a mentor teacher to help with guidance and support. Our fourth and fifth grade levels work collaboratively together within a rotation schedule of classes. ESE and ELL teachers work hand in hand with the General Education teachers.

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

Our principal recruits and retains highly qualified, certified-in-field, effective teachers by carefully screening applicants and developing relationships with the staff. We ensure success of first-year teachers by pairing them with Consulting Teachers. Teachers who are new to the district are paired with a mentor teacher. We conduct regular meetings of new teachers with the principal, assistant principal, resource teacher, and their mentor teachers. By building rapport within each grade level and among the staff, new teachers feel comfortable asking for help. We guarantee that new teachers are given the opportunity to participate in any district level professional development we feel would be beneficial.

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

Each new teacher is assigned a consulting teacher from the START program. They begin working with the new teacher during pre-planning. The consulting teacher visits the new teacher weekly observing, assisting, conferencing, and mentoring. At least ten formal observations and conferences are conducted throughout the year. A veteran teacher is also assigned to each new teacher to establish a relationship and to familiarize them with our school culture and programs. These teachers meet with them frequently during common planning time to assist them. The principal, assistant principal, and resource teacher regularly meet with the new teachers to provide support, sit in on parent conferences, and assist with any of their needs.

## **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.**

Regular training both at the district level and school allows teachers to be informed of the latest changes or adjustments in the Florida Standards. A school member for K-2 and 3-5 attends monthly ELA and Math meetings at the district level and passes information on to other teachers. Various online resources, in addition to texts, are available to teachers and students. Also, teachers are trained in using STAR probes and assessment tools along with other resources to target student learning in specific areas.

#### **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.**

Bi-weekly data meetings are required for each grade level. STAR, DRA, FSA, FSAA, SRA, CIS, ACCESS 2.0 and other data help align instruction and provide information to reflect on weaknesses and strengths. Student writing portfolios help teachers track past performance and provide samples with which to conference. Small group instruction in math, reading, and writing is a school wide expectation. Groups are formed using summative and formative assessments. Inclusion students and ELL students receive push in and pull out services, depending on the need and progress of the students. ELL teachers align their instruction with their students' assessment results. An intervention teacher will be utilized to provide individualized/small group differentiated instruction at 3rd, 4th, and 5th grade.

**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:** 8,100

An additional 60 minutes of instruction focused on literacy will be added to each school day. This time block will be dedicated to SRA Corrective or CIS Reading Strategies.

**Strategy Rationale**

Focusing intensely on these literacy strategies for an additional hour each day will help our students reach a higher achievement level overall in literacy.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Bonifay, Linda, lbonifay@ecsdf.l.us

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

STAR data, DRA, SRA, CIS results, FSA, FSAA, and ACCESS 2.0 scores will show the effect of the additional focused instruction.

**Strategy:** After School Program

**Minutes added to school year:** 10,320

After School Detention for teaching behavior expectations  
Youth Athletics Program to promote a positive attitude about school and encourage team work

**Strategy Rationale**

Students who are struggling with behavior and those who need a positive outlet after school are both accommodated.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Bonifay, Linda, lbonifay@ecsdfi.us

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

Our RtIb behavior data collection system allows our school to track behavior data over time. It provides specific data regarding frequency, severity, etc. of our students' behavior. Disaggregating this behavior data over time will reflect the positive impact the teaching of behavior expectations in a one-on-one setting has on our student behavior. The number of participants in our Youth Athletics Program will determine the impact of this 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.**

Oakcrest Elementary currently has two ESE Pre-K classes. An orientation for all Pre-K students is scheduled for the beginning of the school year. We will work with the Pre-K program to provide our students an opportunity to visit Kindergarten classrooms and tour the school prior to the end of the year.

During the year, the Pre-K teachers follow a curriculum that supports progress and prepares the students for Kindergarten curriculum.

**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.**

N/A

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

N/A

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

N/A

**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.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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" 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.** Increase critical thinking across the curriculum.

**G2.** Goal 1: Increase student engagement.

## 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. Increase critical thinking across the curriculum.** 1a

G099021

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	60.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher Training

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

- Professional Development on Thinking Maps, STAR
- Resource Teacher and an Intervention Teacher located on site
- Classroom Walkthroughs
- SRA and CIS Reading Corrective Curriculum
- Interim assessment data
- Additional personnel have been assigned to students in 4th and 5th grades who have been identified as having two or more EWS indicators who will perform intensive small group instruction during 2017-2018 in the areas of academics (ELA and Math), attendance, and behavior modification.
- Teachers have been trained in STAR for standards based ELA and Math so that they are familiar with student data and have the ability to remediate students in the area of critical need in standards based instruction

**Plan to Monitor Progress Toward G1.** 8

Classroom Walkthroughs and assessment data will show progress toward increasing critical thinking across the curriculum.

**Person Responsible**

Linda Bonifay

**Schedule**

Quarterly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Thinking Maps, SRA/CIS data, and Being A Writer shared in faculty meetings, Classroom Walkthroughs, and E3 documentation.

**G2. Goal 1: Increase student engagement. 1a**

G099022

**Targets Supported 1b**

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	60.0

**Targeted Barriers to Achieving the Goal 3**

- Teacher Training and Teacher Assessment Training
- Implementation of PBS/Capturing Kids Hearts with fidelity

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

- Professional Development on Positive Behavior Support
- Classroom Walkthroughs
- Professional Development on Capturing Kids Hearts
- Additional personnel have been assigned to students in 4th and 5th grades who have been identified as having two or more EWS indicators who will perform intensive small group instruction for 2017-2018 school year in the areas of academics (ELA and Math), attendance, and behavior modification.
- Teachers have been trained with STAR Assessment for standards based ELA and Math so that they are familiar with student data and have the ability to remediate students in the area of critical need in standards based instruction.

**Plan to Monitor Progress Toward G2. 8**

Classroom Walkthroughs, E3 data, and assessment data will show progress toward school wide engagement.

**Person Responsible**

Tasheba Sheppard

**Schedule**

Weekly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Classroom Walkthroughs and E3 data will be shared with individual teachers demonstrating an increase in engagement. Assessment data will be reviewed in grade level meetings.

## 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.** Increase critical thinking across the curriculum. **1**

 G099021

#### **G1.B1** Teacher Training **2**

 B266599

#### **G1.B1.S1** Train all teachers in the use of Thinking Maps, SRA, CIS and STAR across the curriculum. **4**

 S282489

### Strategy Rationale

Thinking Maps are a set of 'brain organizers' that greatly aid in increasing students' critical thinking skills in all academic areas. SRA and CIS will focus on increasing student literacy.

#### Action Step 1 **5**

Train all teachers in using the set of 'brain organizers', Thinking Maps. In addition to training teachers in SRA and CIS.

#### Person Responsible

Michel Henry-Slater

#### Schedule

Quarterly, from 8/4/2017 to 5/23/2018

#### Evidence of Completion

Teacher inservice log, completed Thinking Maps, SRA placement tests, Being A Writer student product

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

Administration will document Thinking Maps, SRA, CIS, and Being A Writer as seen in Classroom Walkthroughs. Staff will attend refresher trainings. Staff will share how Thinking Maps, SRA/CIS data, Being A Writer student product are being used during faculty meetings.

**Person Responsible**

Linda Bonifay

**Schedule**

Quarterly, from 8/4/2017 to 5/23/2018

***Evidence of Completion***

Completed Thinking Maps, documentation of shared Thinking Maps, SRA/CIS data, and Being A Writer student product in faculty meetings, Classroom Walkthroughs.

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

Students will progress in using Thinking Maps and Being A Writer activities. Thinking Maps, SRA, CIS, and Being A Writer will become embedded in all teachers' lesson plans.

**Person Responsible**

Linda Bonifay

**Schedule**

Quarterly, from 8/4/2017 to 5/23/2018

***Evidence of Completion***

Completed Thinking Maps, and SRA/CIS data, and STAR data along with student product shared in faculty meetings, Classroom Walkthroughs, grade level meetings.

**G2. Goal 1: Increase student engagement. 1**

G099022

**G2.B1 Teacher Training and Teacher Assessment Training 2**

B266600

**G2.B1.S1 Train new teachers and continue training veteran teachers on how student engagement truly looks. 4**

S282490

**Strategy Rationale**

When teachers are aware of how student engagement truly looks, they will effectively facilitate engagement in their classroom.

**Action Step 1 5**

Continue to train teachers, both new and veteran, on student engagement using the E3 Rubric, peer partners and video studies on Educational Impact.

**Person Responsible**

Michel Henry-Slater

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Classroom Walkthroughs, E3 data, peer observation documentation, and self reflections.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Administration will work with teachers to increase the use of peer partners. Educational Impact videos will be viewed at grade level meetings.

**Person Responsible**

Tasheba Sheppard

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Grade Level Meeting Reflection, E3 data, and teacher self reflections.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Review of grade level reflection, Classroom Walkthroughs,, and E3 data.

**Person Responsible**

Tasheba Sheppard

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Grade level reflection, Classroom Walkthroughs, and E3 data.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Review of grade level reflection and E3 data.

**Person Responsible**

Michel Henry-Slater

**Schedule**

On 5/23/2018

**Evidence of Completion**

Grade level reflection, Coaching, and E3 data.

**G2.B2 Implementation of PBS/Capturing Kids Hearts with fidelity** 2

B266601

**G2.B2.S1** Ensure all teachers (new and veteran) are trained for correctly implementing the Positive Behavior Support system and utilizing Capturing Kids Hearts strategies. 4

S282491

**Strategy Rationale**

When teachers are implementing the PBS system and utilizing Capturing Kids Hearts strategies correctly, there are fewer disruptions in the classroom that hinder student engagement and cause lost instructional time.

**Action Step 1** 5

Train new teachers and refresh veteran teachers in the implementation of the PBS system and Capturing Kids Hearts strategies.

**Person Responsible**

Tasheba Sheppard

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Faculty surveys, parent surveys, student surveys, after school detention data, RTI-B data (majors and minors).

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Administration will perform Classroom Walkthroughs looking for teacher implementation of PBS strategies. Grade levels will discuss PBS strategies at weekly meetings. The PBS Team will meet monthly to review the RTI-B data (majors and minors).

**Person Responsible**

Linda Bonifay

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

**Evidence of Completion**

Data will be shared during faculty meetings with the staff and Classroom Walkthroughs will be shared with individual teachers.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Administration will perform Classroom Walkthroughs looking for faithful implementation of PBS and Capturing Kids Hearts strategies. The PBS Team will monitor RTIB data (majors and minors). New teachers will be assigned a mentor teacher to aide with PBS support.

**Person Responsible**

Linda Bonifay

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

***Evidence of Completion***

Daily Classroom Walkthroughs will be shared with individual teachers. The PBS Team will meet monthly and review the RTIB data (majors and minors).

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M413960	Classroom Walkthroughs and assessment data will show progress toward increasing critical thinking...	Bonifay, Linda	8/4/2017	Thinking Maps, SRA/CIS data, and Being A Writer shared in faculty meetings, Classroom Walkthroughs, and E3 documentation.	5/23/2018 quarterly
G2.MA1 M413966	Classroom Walkthroughs, E3 data, and assessment data will show progress toward school wide...	Sheppard, Tasheba	8/4/2017	Classroom Walkthroughs and E3 data will be shared with individual teachers demonstrating an increase in engagement. Assessment data will be reviewed in grade level meetings.	5/23/2018 weekly
G1.B1.S1.MA1 M413958	Students will progress in using Thinking Maps and Being A Writer activities. Thinking Maps, SRA,...	Bonifay, Linda	8/4/2017	Completed Thinking Maps, and SRA/CIS data, and STAR data along with student product shared in faculty meetings, Classroom Walkthroughs, grade level meetings.	5/23/2018 quarterly
G1.B1.S1.MA1 M413959	Administration will document Thinking Maps, SRA, CIS, and Being A Writer as seen in Classroom...	Bonifay, Linda	8/4/2017	Completed Thinking Maps, documentation of shared Thinking Maps, SRA/CIS data, and Being A Writer student product in faculty meetings, Classroom Walkthroughs.	5/23/2018 quarterly
G1.B1.S1.A1 A381185	Train all teachers in using the set of 'brain organizers', Thinking Maps. In addition to training...	Henry-Slater, Michel	8/4/2017	Teacher inservice log, completed Thinking Maps, SRA placement tests, Being A Writer student product	5/23/2018 quarterly
G2.B1.S1.MA1 M413961	Review of grade level reflection, Classroom Walkthroughs,, and E3 data.	Sheppard, Tasheba	8/4/2017	Grade level reflection, Classroom Walkthroughs, and E3 data.	5/23/2018 monthly
G2.B1.S1.MA3 M413962	Review of grade level reflection and E3 data.	Henry-Slater, Michel	8/4/2017	Grade level reflection, Coaching, and E3 data.	5/23/2018 one-time
G2.B1.S1.MA1 M413963	Administration will work with teachers to increase the use of peer partners. Educational Impact...	Sheppard, Tasheba	8/4/2017	Grade Level Meeting Reflection, E3 data, and teacher self reflections.	5/23/2018 monthly
G2.B1.S1.A1 A381186	Continue to train teachers, both new and veteran, on student engagement using the E3 Rubric, peer...	Henry-Slater, Michel	8/4/2017	Classroom Walkthroughs, E3 data, peer observation documentation, and self reflections.	5/23/2018 monthly
G2.B2.S1.MA1 M413964	Administration will perform Classroom Walkthroughs looking for faithful implementation of PBS and...	Bonifay, Linda	8/4/2017	Daily Classroom Walkthroughs will be shared with individual teachers. The PBS Team will meet monthly and review the RTIB data (majors and minors).	5/23/2018 monthly
G2.B2.S1.MA1 M413965	Administration will perform Classroom Walkthroughs looking for teacher implementation of PBS...	Bonifay, Linda	8/4/2017	Data will be shared during faculty meetings with the staff and Classroom Walkthroughs will be shared with individual teachers.	5/23/2018 monthly
G2.B2.S1.A1 A381187	Train new teachers and refresh veteran teachers in the implementation of the PBS system and...	Sheppard, Tasheba	8/4/2017	Faculty surveys, parent surveys, student surveys, after school detention data, RTI-B data (majors and minors).	5/23/2018 monthly

## V. Professional Development Opportunities

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

### G1. Increase critical thinking across the curriculum.

#### G1.B1 Teacher Training

**G1.B1.S1** Train all teachers in the use of Thinking Maps, SRA, CIS and STAR across the curriculum.

##### PD Opportunity 1

Train all teachers in using the set of 'brain organizers', Thinking Maps. In addition to training teachers in SRA and CIS.

##### Facilitator

Lisa Marsh, Kimberly Gunn, Alison Brantley, Jody Broussard, and Michel Henry-Slater

##### Participants

All teachers

##### Schedule

Quarterly, from 8/4/2017 to 5/23/2018

### G2. Goal 1: Increase student engagement.

#### G2.B1 Teacher Training and Teacher Assessment Training

**G2.B1.S1** Train new teachers and continue training veteran teachers on how student engagement truly looks.

##### PD Opportunity 1

Continue to train teachers, both new and veteran, on student engagement using the E3 Rubric, peer partners and video studies on Educational Impact.

##### Facilitator

Michel Henry-Slater, Tasheba Sheppard

##### Participants

New and veteran teachers

##### Schedule

Monthly, from 8/4/2017 to 5/23/2018

**G2.B2** Implementation of PBS/Capturing Kids Hearts with fidelity

**G2.B2.S1** Ensure all teachers (new and veteran) are trained for correctly implementing the Positive Behavior Support system and utilizing Capturing Kids Hearts strategies.

**PD Opportunity 1**

Train new teachers and refresh veteran teachers in the implementation of the PBS system and Capturing Kids Hearts strategies.

**Facilitator**

Tasheba Sheppard

**Participants**

New and veteran teachers

**Schedule**

Monthly, from 8/4/2017 to 5/23/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Train all teachers in using the set of 'brain organizers', Thinking Maps. In addition to training teachers in SRA and CIS.</b>				<b>\$18,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	120-Classroom Teachers	0391 - Oakcrest Elementary School	Title I, Part A		\$18,000.00
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Continue to train teachers, both new and veteran, on student engagement using the E3 Rubric, peer partners and video studies on Educational Impact.</b>				<b>\$0.00</b>
<b>3</b>	<b>G2.B2.S1.A1</b>	<b>Train new teachers and refresh veteran teachers in the implementation of the PBS system and Capturing Kids Hearts strategies.</b>				<b>\$19,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	120-Classroom Teachers	0391 - Oakcrest Elementary School	Title I, Part A		\$19,000.00
					<b>Total:</b>	<b>\$37,000.00</b>