

Marion County Public Schools

Oakcrest Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	77%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
levandowski, cynthia	Instructional Coach
Singleton, Laura	Instructional Coach
Hinson, Bashannon	Instructional Coach
Robinson, Trudy	Instructional Coach
Atchley, Jill	Other
Steffey, David	Dean
Nisbett, Kimberly	School Counselor
Loria, Sherry	School Counselor
Thompson, Lisa	Instructional Media

Duties

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

Members of the leadership team provide support to our teachers through various activities. Shared decision making occurs through the collaborative structures that are in place. We have daily administrative team collaboration meetings that involve only the principal and assistant principals. We have weekly leadership team collaboration meetings which involves all of leadership (guidance, deans, media, magnet, and administrators) to problem solve and maintain focus. We have Lighthouse Team Collaboration Meetings which involves a team leader of each instructional grade level or area who provide input to our decisions. We have grade level team collaboration where all instructional units have input into decision making. We have school wide weekly collaboration where all instructional units have shared decision making opportunities. Plus/deltas are used frequently with all

staff to capture input and provide data for decision making. From these, subcommittees are developed where volunteers can assist with decision making in various areas of identified need.

Early Warning Systems

Year 2017-18

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	7	21	14	17	20	11	0	0	0	0	0	0	0	90
One or more suspensions	15	16	32	34	20	17	0	0	0	0	0	0	0	134
Course failure in ELA or Math	0	6	19	28	5	7	0	0	0	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	40	39	40	0	0	0	0	0	0	0	119

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	1	22	32	47	55	39	0	0	0	0	0	0	0	196

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	1	0	10	28	0	0	0	0	0	0	0	39

Date this data was collected

Thursday 7/26/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading proficiency and growth performed the lowest. This is a trend from previous years.

Which data component showed the greatest decline from prior year?

4th grade reading proficiency and learning gains declined significantly from previous years.

Which data component had the biggest gap when compared to the state average?

All academic data components showed significant gaps when compared to the state average. Most significant gap occurred in reading.

Which data component showed the most improvement? Is this a trend?

The math component (proficiency and learning gains) doubled in all tested grade levels compared to the previous year.

Describe the actions or changes that led to the improvement in this area.

The following actions led to the changes in math: specific strategies were taught to students in all grade levels to provide a specific structure in solving math word problems; hands on strategies and manipulatives were utilized to teach the required math standards (professional development and

coaching was involved in this implementation); common (standards focused) boards were utilized in planning and providing instruction; iReady math online was used to address skill deficits for students in math with minimum use requirements enforced.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	23%	46%	56%	23%	47%	52%
ELA Learning Gains	38%	44%	55%	39%	49%	52%
ELA Lowest 25th Percentile	43%	37%	48%	53%	47%	46%
Math Achievement	30%	49%	62%	26%	48%	58%
Math Learning Gains	53%	46%	59%	32%	47%	58%
Math Lowest 25th Percentile	42%	35%	47%	40%	40%	46%
Science Achievement	25%	51%	55%	24%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (21)	21 (27)	14 (22)	17 (11)	20 (20)	11 (19)	90 (120)
One or more suspensions	15 (15)	16 (38)	32 (33)	34 (27)	20 (15)	17 (24)	134 (152)
Course failure in ELA or Math	0 (4)	6 (24)	19 (35)	28 (10)	5 (5)	7 (9)	65 (87)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (69)	39 (53)	40 (52)	119 (174)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	25%	46%	-21%	57%	-32%
	2017	23%	50%	-27%	58%	-35%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	14%	43%	-29%	56%	-42%
	2017	29%	52%	-23%	56%	-27%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				
05	2018	29%	46%	-17%	55%	-26%
	2017	31%	47%	-16%	53%	-22%
Same Grade Comparison		-2%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	20%	48%	-28%	62%	-42%
	2017	16%	48%	-32%	62%	-46%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	28%	47%	-19%	62%	-34%
	2017	17%	55%	-38%	64%	-47%
Same Grade Comparison		11%				
Cohort Comparison		12%				
05	2018	36%	50%	-14%	61%	-25%
	2017	16%	45%	-29%	57%	-41%
Same Grade Comparison		20%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	25%	49%	-24%	55%	-30%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	34	40	16	45	39	6				
ELL	16	21		32	47						
BLK	18	35	33	21	46	33	13				
HSP	18	27		30	58						
MUL	23			23							
WHT	34	50	70	45	63		44				
FRL	21	36	43	28	52	40	25				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		34	50	6	17	24					
ELL	12	25		24	33						
BLK	17	44	64	10	20	19	9				
HSP	22	56	58	16	41		31				
MUL	47	58		25	38						
WHT	46	55		30	26		60				
FRL	25	49	63	15	27	31	22				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Align instruction to grade-level standards through effective planning and professional development.
Rationale	Lessons aligned to grade-level standards will provide appropriate instructional opportunities for students to master grade level content.
Intended Outcome	If lessons are aligned to grade level standards, then student proficiency and including learning gains will occur.
Point Person	cynthia levandowski (cindy.levandowski@marion.k12.fl.us)

Action Step

Description	Provide teachers with bi-weekly grade level collaborative planning combined with coaching, focusing on developing lesson alignment to grade-level standards. Teachers will collaboratively plan using the collaborative planning tool along with grade level teachers and content area coaches. Planning will center around using high yield strategies to meet the grade level standards. Teachers will be provided with grade level standards, item specifications, test blueprint and district curriculum maps which will be used to drive planning and instruction. Professional development will be embedded into planning as well as sharing best practices to support the grade level standards. Follow up classroom visits will occur with the coaches to ensure classroom application of planned activities and to identify professional development needs. Review of student work samples will occur to analyze and reflect upon practice, leading to additional learning and improved future planning.
Person Responsible	cynthia levandowski (cindy.levandowski@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	Items to review to determine effectiveness: Agendas for collaborative planning, classroom walk through's and observations, student work samples, coaching logs, lesson plans, student growth as evidenced through assessments, iReady growth monitoring and diagnostic data for math and reading, district based assessments for math, reading and science, DRA results for K-2 reading, write score for writing
Person Responsible	Karen Howell (karen.howell@marion.k12.fl.us)

Activity #2	
Title	Active student engagement aligned to grade-level state standards in reading, writing, math and science using high yield strategies.
Rationale	Active student interaction and engagement with grade-level standards will result in improved attainment of the expected learning outcomes. Providing teachers with tools for standards-based teaching and improving their practice will provide confidence in their craft. This will be supported through Fundamental 5, Standards Focus Boards and the Leader in Me.
Intended Outcome	If students are actively engaged with the grade level standards, then students will be able to demonstrate understanding of the expected learning outcomes.
Point Person	cynthia levandowski (cindy.levandowski@marion.k12.fl.us)
Action Step	
Description	<p>Teachers will receive mentoring, coaching, modeling, classroom visits, collaborative planning and professional development to ensure active student engagement is occurring and to assist in removing barriers. Teachers who need additional support will be identified and support will be provided. Individual coaching plans will be created for teachers who show a need for intensive support.</p> <p>Parent events will incorporate strategies to support educational programs.</p> <p>Collaborative planning will occur twice weekly. Content Area Specialists (Coaches) will attend these collaborative planning sessions helping to ensure lessons are engaging and aligned with grade level standards as well as incorporate high yield strategies. A common planning organizer is utilized and shared by each grade level. Lesson development is completed by the grade level team with the direct involvement of the academic coaches. The standards focus board is completed as a part of collaborative planning to help ensure alignment of lessons to the standards.</p> <p>Weekly, there is professional development provided for all grade levels to collaborate and professional development is provided based on school-wide trends and needs. These 3 weekly meetings provide teachers with immediate access to coaches as well as professional development to ensure that their needs are being met and lessons are aligned with grade level standards.</p>
Person Responsible	cynthia levandowski (cindy.levandowski@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Classroom visits will be conducted to determine if students are being afforded opportunities for active and engaged learning opportunities with grade-level, standards-based content. Items to review to determine plan effectiveness: Evidence from classroom walk through, feedback from professional development, lesson plans, student work samples, progress monitoring data, attendance, Class DOJO data, discipline data, iReady growth monitoring and diagnostic data for math and reading, district based assessments for math, reading and science, DRA results for K-2 reading, write score for writing
Person Responsible	Karen Howell (karen.howell@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will increase the number of parents participating in school activities and events. We will determine the number of participants using sign in sheets and returned parent surveys. We encourage parents and families to volunteer on campus with various events. We offer in the class room awards ceremonies for parents to attend in order to increase involvement and recognition. Parent events are offered at various times to allow for multiple opportunities for involvement.

PFEP Link

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

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 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 responses. They will also have a designated cool down area where they can learn self-regulation skills.

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 counselors. 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.

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. To encourage positive relationships and eliminate anxiety, our pre-K students participate in a four-day stagger start. In addition, our kindergarten students participate in a three-day stagger start. Necessary assessments are implemented and the data collected helps support proper classroom placement.

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 two pre-K classroom on our campus where we are focusing on providing a developmentally appropriate classroom environment.

BCCT is a research based curriculum that is implemented in all Title 1 preschool programs. To provide the framework for promoting optimal learning and development, the DAP approach is utilized in our daily Pre-K program. To help private pre-school children become familiar with our kindergarten program, we

offer an orientation prior to the beginning of the school year. Both of our pre-k classrooms are very effective.

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 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.

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.

Part V: Budget

Total:

\$563,249.25