

Marion County Public Schools

Oakcrest Elementary School



2021-22 Schoolwide Improvement Plan

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Oakcrest Elementary School

1112 NE 28TH ST, Ocala, FL 34470

[no web address on file]

Demographics

Principal: Christine Sandy

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: D (36%) 2016-17: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Marion County School Board on 6/2/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2020-21 Title I School	2020-21 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	73%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

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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.

Oakcrest Elementary School inspires students to develop into global citizens, striving to make the world a better place.

Provide the school's vision statement.

Developing Global Citizens of Tomorrow.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Sandy, Christine	Principal	<ul style="list-style-type: none"> • Day to day management of school site • School- home Liaison Facilitator • Pre K - 5th grade Instructional Leader • Student Service Support Team Member • Professional Development Facilitator • School Safety Coordinator • Human Resource Operations • Student Achievement Monitor
Dobbs, Sarah	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of interventions and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Byard, James	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of interventions and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Dyer, Holly	Reading Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. She also assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.
Nisbett, Kim	School Counselor	The Guidance Counselor assists school administrators and educators with planning and carrying out school-related programs and events. Her main duties include: helping students maintain academic focus, assisting students at risk, identifying individual skills, and tackling emotional problems. In addition, she interprets and conducts an analysis of data; facilitates the development of intervention plans; and provides support for intervention fidelity. She assists with professional development for behavior concerns and assists in facilitating data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with

Name	Position Title	Job Duties and Responsibilities
		individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Mills, Meghan	Math Coach	The Content Area Specialist (CAS) assists teachers with the interpretation and implementation of the Best Standards and FSA Standards for math. The CAS provides instructional support to include the preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. She also assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.
	Reading Coach	The Content Area Specialist (yet to be hired) assists teachers with the interpretation and implementation of the Best Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. The CAS also assists in the design and implementation for progress monitoring, data collection, data analysis, and participates in the design and delivery of professional development.
Bright, Tierwanda	School Counselor	The Guidance Counselor assists school administrators and educators with planning and carrying out school-related programs and events. Her main duties include: helping students maintain academic focus, assisting students at risk, identifying individual skills, and tackling emotional problems. In addition, she interprets and conducts an analysis of data; facilitates the development of intervention plans; and provides support for intervention fidelity. She assists with professional development for behavior concerns and assists in facilitating data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Demographic Information

Principal start date

Wednesday 7/1/2020, Christine Sandy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

426

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	93	77	64	70	74	0	0	0	0	0	0	0	461
Attendance below 90 percent	41	40	32	25	36	33	0	0	0	0	0	0	0	207
One or more suspensions	10	16	8	11	18	18	0	0	0	0	0	0	0	81
Course failure in ELA	6	20	24	5	21	19	0	0	0	0	0	0	0	95
Course failure in Math	0	25	23	4	20	24	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	30	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	33	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	7	4	0	0	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	28	25	10	27	41	0	0	0	0	0	0	0	137

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	
Number of students enrolled	101	93	80	62	77	63	0	0	0	0	0	0	0	476
Attendance below 90 percent	0	67	62	34	51	40	0	0	0	0	0	0	0	254
One or more suspensions	2	8	16	9	13	10	0	0	0	0	0	0	0	58
Course failure in ELA	0	1	9	2	5	1	0	0	0	0	0	0	0	18
Course failure in Math	0	0	8	4	1	10	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	32	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	37	0	0	0	0	0	0	0	40

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	27	13	10	9	0	0	0	0	0	0	0	64

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	101	93	80	62	77	63	0	0	0	0	0	0	0	476
Attendance below 90 percent	0	67	62	34	51	40	0	0	0	0	0	0	0	254
One or more suspensions	2	8	16	9	13	10	0	0	0	0	0	0	0	58
Course failure in ELA	0	1	9	2	5	1	0	0	0	0	0	0	0	18
Course failure in Math	0	0	8	4	1	10	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	32	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	37	0	0	0	0	0	0	0	40

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	27	13	10	9	0	0	0	0	0	0	0	64

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				27%	47%	57%	23%	46%	56%
ELA Learning Gains				52%	56%	58%	38%	44%	55%
ELA Lowest 25th Percentile				71%	52%	53%	43%	37%	48%
Math Achievement				22%	51%	63%	30%	49%	62%
Math Learning Gains				33%	58%	62%	53%	46%	59%
Math Lowest 25th Percentile				28%	49%	51%	42%	35%	47%
Science Achievement				23%	47%	53%	25%	51%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	24%	44%	-20%	58%	-34%
Cohort Comparison						
04	2021					
	2019	28%	49%	-21%	58%	-30%
Cohort Comparison		-24%				
05	2021					
	2019	28%	45%	-17%	56%	-28%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	23%	49%	-26%	62%	-39%
Cohort Comparison						
04	2021					
	2019	26%	54%	-28%	64%	-38%
Cohort Comparison		-23%				
05	2021					
	2019	20%	45%	-25%	60%	-40%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	44%	-21%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade level to compile the data below are:

- English Language Arts, Grades 1-5: I Ready Diagnostic-Reading Overall Placement AP1, AP2, and AP3
- Mathematics, Grades 1-5: I Ready Diagnostic-Math Overall Placement AP1, AP2, and AP3
- Science, Grade 5: Grade 5 Science Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/7	7/8	21/24
	Economically Disadvantaged	5/7	6/8	18/23
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/6	4/4	21/25
	Economically Disadvantaged	5/7	4/5	18/25
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/25	0/0	0/0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/14	13/17	20/27
	Economically Disadvantaged	7/11	10/15	16/25
	Students With Disabilities	1/7	1/6	1/7
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/4	3/4	21/30
	Economically Disadvantaged	2/3	2/3	16/26
	Students With Disabilities	1/7	0/0	1/8
	English Language Learners	0/0	1/25	1/25

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/24	14/22	16/25
	Economically Disadvantaged	13/26	11/21	13/25
	Students With Disabilities	1/8	1/8	3/25
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/3	4/6	9/14
	Economically Disadvantaged	2/4	4/8	7/14
	Students With Disabilities	0/0	0/0	1/8
	English Language Learners	0/0	0/0	0/0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/10	7/10	12/18
	Economically Disadvantaged	5/9	5/9	9/16
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/6	3/4	17/25
	Economically Disadvantaged	2/4	2/3	14/24
	Students With Disabilities	0/0	0/0	1/10
	English Language Learners	0/0	0/0	0/0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/9	4/6	5/7
	Economically Disadvantaged	6/10	4/7	4/6
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/4	1/1	10/14
	Economically Disadvantaged	3/5	1/2	7/11
	Students With Disabilities	1/7	0/0	2/13
	English Language Learners	0/0	0/0	0/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/28	15/21	15/21
	Economically Disadvantaged	17/28	13/20	13/21
	Students With Disabilities	2/13	2/13	2/13
	English Language Learners	1/33	0/0	0/0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	23		24	46		7				
ELL	38			23							
BLK	21	33	35	27	41	57	13				
HSP	31			34							
MUL	50			67							
WHT	67	75		56	50		36				
FRL	31	43	41	36	48	60	19				
2019 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 2017-18	C & C Accel 2017-18
SWD	6	55		3	15	20					
ELL	26	47		16	33		20				
BLK	21	48	71	15	30	33	13				

2019 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 2017-18	C & C Accel 2017-18
HSP	30	58		21	29		13				
MUL	50			58							
WHT	35	54		32	38		38				
FRL	24	50	71	19	27	24	17				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on FSA ELA data, 3rd-grade proficiency is trending upward, starting at 25% in 2018 and 42% in 2021. 4th grade is trending upward, starting at 14% in 2018 and 34% in 2021. 5th grade is unchanging, starting at 29% in 2018 and remaining at 29% in 2021. ELA Achievement is trending upward, starting at 28% in 2018 and 35% in 2021. ELA Learning Gains is trending downward, starting at 51% in 2018 and 44% in 2021. ELA Lowest 25th Percentile is trending downward, starting at 61% and 41% in 2021.

Based on FSA Math data, 3rd-grade proficiency is trending upward, starting at 20% in 2018 and 29% in 2021. 4th-grade proficiency is trending upward, starting at 28% in 2018 and 52% in 2021. 5th-grade proficiency is trending downward, starting at 36% in 2018 and 28% in 2021. Math Achievement is trending upward, starting at 18% in 2018 and 37% in 2021. Math Learning Gains is trending upward, starting at 27% in 2018 and 37% in 2021. Math Lowest 25th Percentile is trending upward, starting at 27% in 2018 and 71% in 2021.

Based on the Statewide Science Assessment data, 5th-grade proficiency is trending downward, starting at 25% in 2018 and 20% in 2021. Likewise, science Achievement is trending downward, starting at 27% in 2018 and 20% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The identified greatest need for improvement: phonics, vocabulary, and fluency.

Based on the state assessment data analysis from 2018-2021 and the site-based I-Ready diagnostic progress monitoring, phonics instruction/mastery has not been in place for grades K-5. Ineffective or lack of Tier I phonics instruction results in many students being placed in phonics interventions, and those students are not reaching grade-level expectations. Poor fluency and comprehension are also a result of a lack of effective phonics instruction and poor vocabulary.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The data (state and local K-5) trends over three years indicate the achievement levels have stagnated. Although it has shown some improvement, it is not at the district or state performance achievement level.

To address the need for improvement, a focus on standards checks to use data to drive daily instruction choices to intervene or accelerate as needed is imperative.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data point that showed the most improvement is Math Lowest 25th Percentile (starting at 27% in 2018, moving upward to 49% in 2019, and currently at 71% in 2021).

What were the contributing factors to this improvement? What new actions did your school take in this area?

The school provided a laser focus on individual student needs with a 1:1 focus on mentoring, monitoring, and re-teaching.

What strategies will need to be implemented in order to accelerate learning?

ELA: When further analyzing ELA achievement and learning gains performance utilizing I-Ready AP 1 diagnostic results, the data strongly suggests the need to provide teachers with professional learning in the "Science of Reading" across all grade levels.

Math: Improve foundational skills and strategies through ongoing teacher professional learning, coaching, and proper differentiation during Tier I instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our coaches are under the support of the transformation office and receive support and guidance on the design and implementation of highly effective collaborative sessions. In addition, coaches will provide professional learning during grade level sessions on analysis of standards checks, understanding upcoming standards to their depth and breadth, and planning instruction to meet the standard's content limits.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be working toward a shift of student ownership and high expectations. The expected result will be students' engagement in learning by having them own their data, create their own goals, and feel success through scaffolding of support.

Services providing focus on knowledge, tools, and resources to assist teachers in becoming highly effective in their craft of teaching students within each classroom. In building capacity. we are building long term sustainability. Additionally, building a sense of community that sustains teacher ownership of school that would decrease teacher turnover. Lastly, focusing on increasing internal capacity overall to reduce the need for external support and oversight.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Based on the 2021 I-Ready AP3 Diagnostic Data of grades 1-5, an average of 19% of students were proficient in reading, and 20% of students were proficient in math.

Measurable Outcome:

If we provide teachers professional learning in the Science of Reading and foundational math skills and strategies, then the percentage of proficient economically disadvantaged students grades 1-5 will increase from an average of 19% to 22% in reading and increase from 20% to 23% in math by I-Ready AP3 Diagnostic in 2022.

Monitoring:

I-Ready data will be monitored to identify the number of students working toward proficiency from AP1 to AP2 and AP3. Teachers will bring their standards check data to grade-level collaborations with coaches to analyze and plan for upcoming lessons. Reading and math interventions will be monitored by the coaches, and Leadership Team to assess the need for changes/updates. Tier I instruction will be monitored through weekly Administration walkthroughs to track teacher implementation and aligned instruction.

Person responsible for monitoring outcome:

Christine Sandy (christine.sandy@marion.k12.fl.us)

Evidence-based Strategy:

Standards checks are used to monitor standard mastery and drive daily instruction, intervention, and acceleration as needed.

Rationale for Evidence-based Strategy:

Formative assessments (.90 Effect Size on Hattie's Index of Teaching) use formative assessments to improve student outcomes and refers to teachers attending to what is happening for each student in their classroom as a result of their instruction.

Action Steps to Implement

Professional learning on formative assessments (how to create, how to use, and how to analyze) will be provided to teachers during collaborative sessions. Collaborative sessions will also focus on instructional strategies and scaffolding to improve Tier I instruction.

Person Responsible

Sarah Dobbs (sarah.dobbs@marion.k12.fl.us)

Design and implement an effective math remediation block that will use hands-on manipulatives to increase student engagement. Coaches will support, co-teach and model in classrooms as appropriate and in alignment with walkthrough and student data.

Person Responsible

Meghan Mills (meghan.mills@marion.k12.fl.us)

Implementation of a rewards program as a Tier I teaching tool in grades 4-5 to improve vocabulary proficiency. For students achieving reading proficiency, implementing an enrichment opportunity that continues to expand their interest and understanding of complex text.

Person Responsible

Holly Dyer (holly.dyer@marion.k12.fl.us)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	According to the 2021-2021 school year attendance reports, 207 students in grades K-5 logged attendance below 90%, and 137 students showed two or more Early Warning Systems indicators. This data demonstrates a need to advance self-accountability to improve attendance and focus on learning.
Measurable Outcome:	If we focus on strategies to increase student self-accountability and advance individual responsibility of self, then the number of K-5 students reporting attendance below 90% will decrease from 207 to 195 and the students with two or more Early Warning Systems indicators will decrease from 137 to 131 at the end of the 2021-2022 school year.
Monitoring:	Daily attendance and suspensions will be monitored and analyzed every quarter. Students with a substantial reading deficiency will be identified and monitored during the MTSS process. The data from these identified students will also be included for analyses and next steps during the coach-led collaborative sessions.
Person responsible for monitoring outcome:	Christine Sandy (christine.sandy@marion.k12.fl.us)
Evidence-based Strategy:	Focus on student self-accountability to begin the shift of student ownership and high expectations. The expected result will be increased students' engagement in learning by having them own their data, create their own goals, and feel success through scaffolding of support. Students will understand their data through individual data chats and learn to set reasonable goals for improvement while understanding the consequences of meeting/not meeting the set goal.
Rationale for Evidence-based Strategy:	High Expectations for Students (1.44 Effect Size on Hattie's Index of Teaching) refers to students' expectations for and beliefs in themselves. Involves students predicting or self-reporting grades. Make learning intentions and success criteria transparent, having high, but appropriate, expectations, and providing feedback at the appropriate levels to build confidence in taking on challenging tasks.

Action Steps to Implement

Increase student ownership of attendance through incorporating an attendance monitoring system that includes students as stakeholders and includes the services provided to students by the external counselor and school social worker as needed.

Person Responsible James Byard (james.byard@marion.k12.fl.us)

Increase student listening and effective communication skills to gain the ability to self-regulate, strategies will be used within classrooms to track data and utilize PBIS resources.

Person Responsible James Byard (james.byard@marion.k12.fl.us)

Incorporating student-led Open House, conferences, and data chats to increase student accountability for success.

Person Responsible Christine Sandy (christine.sandy@marion.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on 2021 I-Ready AP3 Diagnostic Data of grades K-5, an average of 19% of students were proficient in reading, and 20% of students were proficient in math.
Measurable Outcome:	<p>If we provide teachers professional learning in the Science of Reading and foundational math skills and strategies, then the percentage of proficient economically disadvantaged students grades 1-5 will increase from an average of 19% to 22% in reading and increase from 20% to 23% in math by I-Ready AP3 Diagnostic in 2022.</p> <p>K-5: i-Ready Diagnostic AP1 August 2021, AP2 January 2022, and AP3 May 2022 K-5: i-Ready Growth Monitoring November 2021 and March 2022</p> <p>Teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and if further interventions are necessary.</p>
Monitoring:	All data has been imported into Performance Matters and is readily available for the Leadership Team to dissect and compile action steps. The Leadership Team attends weekly collaboration meetings which target phonics, scope, and sequence. Meeting artifacts are within google docs for Leadership Team access. Scope and sequence and phonics remediation are constantly monitored during MTSS by the Leadership Team. All staff will be provided professional development on foundational skills.
Person responsible for monitoring outcome:	Christine Sandy (christine.sandy@marion.k12.fl.us)
Evidence-based Strategy:	Professional learning on student achievement (Science of Reading, standards checks and use to drive daily instruction) during collaborative sessions. Phonics instruction, vocabulary programs, and comprehension programs to address current student deficiencies in phonics mastery, an increase of vocabulary, and increase comprehension. Teaching-learning strategies for use during Tier I instruction to provide students with an effective learning strategy.
Rationale for Evidence-based Strategy:	Professional learning on student achievement (.51 Effect Size on Hattie's Index of Teaching) impacts teacher facilitation of lessons with the end in mind. Phonics instruction (.54 Effect Size on Hattie's Index of Teaching) was designed to impact students at the beginning stages of phonics mastery. Vocabulary programs (.67 Effect Size on Hattie's Index of Teaching) students experiencing vocabulary instruction experienced significant improvement in reading comprehension and overall reading skills. Comprehension programs (.60 Effect Size on Hattie's Index of Teaching) focus on processing strategies such as inferential reasoning, rules for summarizing, and chunking texts. Teaching-learning strategies (.62 Effect Size on Hattie's Index of Teaching) teaching students how to learn and developing students' plans for learning.

Action Steps to Implement

K-5 teachers will collaborate each week to plan phonics and vocabulary instruction within the ELA block. Classrooms will be monitored regularly to ensure that vocabulary instruction is consistently administered with fidelity.

Person Responsible Sarah Dobbs (sarah.dobbs@marion.k12.fl.us)

Teachers will collaboratively plan to structure the math lessons each week in the gradual release model with the student tasks developed to the depth of the rigor of the standard.

Person Responsible Meghan Mills (meghan.mills@marion.k12.fl.us)

Student tasks and practice activities will be created and delivered to the depth of the standard. Classrooms will be monitored to ensure the fidelity of the student work remains at the level of the standard complexity.

Person Responsible Christine Sandy (christine.sandy@marion.k12.fl.us)

Teachers will implement with fidelity a 120 minute ELA block that provides highly effective Tier 1 instruction and differentiation focused on student needs. Additionally, a comprehension MTSS intervention program will be implemented with fidelity serving the specific reading deficiencies of students.

Person Responsible Christine Sandy (christine.sandy@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Comparing (using www.SafeSchoolsForAlex.org) the 2020-2021 school year discipline data of Oakcrest Elementary School to discipline data across the state, Oakcrest Elementary School is ranked 1,160 out of 1,395 elementary schools statewide. The school has been assigned a school incident ranking of “Very High.” This ranking is based on the number of incidents per 100 students. Oakcrest Elementary School reported 1.8 incidents per 100 students. This is greater than the statewide elementary school rate of 1 incident per 100 students. The suspensions per 100 students were 18.7, and the total reported suspensions were 94. The primary concern is the number of students (based on school and state data) with two or more Early Warning Systems (EWS) indicators. The secondary concern is the number of students with one or more suspensions.

Moving forward, we will focus on moving toward student accountability, ownership, and high expectations. In addition, we will increase student ownership of attendance by incorporating an attendance monitoring system that includes students as stakeholders and includes the services provided to students by the external counselor and school social worker as needed.

Daily attendance and suspensions will be monitored and analyzed every quarter. In addition, students with a substantial reading deficiency will be identified and monitored during the MTSS process as there seems to be a connection to high-risk behavior. The data from these identified students will also be included for analyses and next steps during the coach-led collaborative sessions.

Specific attendance initiatives being put into place to increase student attendance are:

- (1) A Home School Liaison has been hired to mentor parents and students on attendance and tardy issues daily. Attendance goals are set, and a reward system is in place for students who meet their attendance goals.**
- (2) Monthly community attendance meetings are held to analyze data and write action plans to address identified needs.**
- (3) The district continues to fund transportation for students residing within a 2-mile radius of the school.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We continuously consult with our teachers, students, families, volunteers, and School Advisory Council (SAC) throughout the year. We understand our stakeholders play a key role in school performance and addressing equity. As such, we start each school year with a meeting (notifications and invitations in English and Spanish) to address the following:

- A description and explanation of the school's curriculum,
- Information on the forms of academic assessment used to measure student progress, and
- information on the proficiency levels students are expected to meet;
- Explain the school's Parent and Family Engagement Plan and school-parent compact;
- Explain the right of parents to become involved in the school's programs and ways to do so;
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.
- Allow for feedback and open discussion

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In order to increase stakeholder engagement and promote a welcoming environment, we will offer different modalities (online and paper-based) of communication with our families such as phone, email, Dojo, and/or Remind App, Peach Jar, school website, teacher webpage, Google Classroom, Skyward Parent Portal, and school marquee.

Family and community feedback is requested/collected during quarterly SAC meetings, the Annual Parent Survey, Parent and Family Engagement Plan event surveys, and Schoolwide Improvement Plan surveys. Parents and the community are kept current of the school focus through Facebook and Peach Jar announcements.

This upcoming year will continue a business partnership with a focus on increasing on-campus participation with stakeholders. It is our goal to reinforce the value of the educational experience, build a culture of collaboration and provide learning opportunities that we can not provide the students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$215,948.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG	3.0	\$18,000.00
			Notes: Inst. Highly Effective Monetary Incentive. District code 2320			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG	3.0	\$1,116.00
			Notes: Instr. Highly Effective Monetary Incentive FICA. District code 2320			
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG	3.0	\$261.00
			Notes: Instr. Highly Effective Monetary Incentive workers comp. District code 2320			

5100	239-Other	0341 - Oakcrest Elementary School	UniSIG	3.0	\$261.00
<i>Notes: Instr. Highly Effective Monetary Incentive medicare. District code 2320</i>					
5100	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG	6.0	\$18,000.00
<i>Notes: Instr. Effective Monetary Incentive. District code 2320</i>					
5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG	6.0	\$1,116.00
<i>Notes: Instr. Effective Monetary Incentive FICA</i>					
5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG	6.0	\$261.00
<i>Notes: Instr. Effective Monetary Incentive workers comp. District code 2320</i>					
5100	239-Other	0341 - Oakcrest Elementary School	UniSIG	6.0	\$261.00
<i>Notes: Instr. Effective Monetary Incentive medicare. District code 2320</i>					
5100	310-Professional and Technical Services	0341 - Oakcrest Elementary School	UniSIG	1.0	\$133,571.07
<i>Notes: TNTP consulting with Oakcrest Elementary (see scope of work).</i>					
5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$953.68
<i>Notes: Consumable; data binders, dividers, paper</i>					
5100	644-Computer Hardware Non-Capitalized	0341 - Oakcrest Elementary School	UniSIG	1.0	\$22,747.00
<i>Notes: 23 laptops for 23 teachers for professional development, data analysis, and lesson planning.</i>					
5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$7,800.00
<i>Notes: Camp Inventions 60 kits \$130 a kit. Kits will be used with third, fourth, and fifth summer camp</i>					
5100	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG	1.0	\$4,257.00
<i>Notes: Focused instruction: Salary: 1 Teacher (Summer School, 7.5 hours for 18 days)</i>					
5100	210-Retirement	0341 - Oakcrest Elementary School	UniSIG	1.0	\$452.00
<i>Notes: Retirement for teacher during summer school (Summer School, 7.5 hours for 18 days)</i>					
5100	239-Other	0341 - Oakcrest Elementary School	UniSIG	1.0	\$62.00
<i>Notes: Focused instruction: Medicare: 1 Teachers (Summer School, 7.5 hours for 18 days)</i>					
5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG	1.0	\$36.00
<i>Notes: Focused instruction: Workers Comp: 1 Teachers (Summer School, 7.5 hours for 18 days)</i>					
5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG	1.0	\$264.00

			Notes: FICA : 1 Teachers (Summer School, 7.5 hours for 18 days)			
	5100	210-Retirement	0341 - Oakcrest Elementary School	UniSIG	3.0	\$5,459.00
			Notes: Focused instruction: Salary 3 Paraprofessionals (Summer school, 6 hours for 18 days)The paraprofessionals will support individualized learning during summer school. There will be an incoming third, fourth, and fifth grade group. There will be			
	5100	210-Retirement	0341 - Oakcrest Elementary School	UniSIG	3.0	\$580.00
			Notes: Focused instruction: Retirement 3 Paraprofessionals (Summer school, 6 hours for 18 days)			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG	3.0	\$339.00
			Notes: FICA Paraprofessional (Summer school, 6 hours for 18 days)			
	5100	239-Other	0341 - Oakcrest Elementary School	UniSIG	3.0	\$80.00
			Notes: Medicare 3 Paraprofessionals (Summer school, 6 hours for 18 days)			
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG	3.0	\$72.00
			Notes: Focused instruction: Workers comp 3 Paraprofessionals (Summer school, 6 hours for 18 days)			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$217,953.75