

Marion County Public Schools

# Oakcrest Elementary School



## 2019-20 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: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (37%) 2017-18: D (36%) 2016-17: D (34%) 2015-16: D (34%) 2014-15: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 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](http://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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	D	D	D

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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.

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	Job Duties and Responsibilities
Balius, Catherine	Principal	budgets, evaluations, staff development, SAC, SIP, Title 1, community outreach, fidelity, collaboration
Ievandowski, Cynthia	Instructional Coach	DAP, Classroom Coaching, Collaboration, Professional Development
Steffey, David	Dean	Discipline, Safety, Crisis Team, Behavior, MTSS, Community Outreach
Nisbett, Kimberly	School Counselor	Guidance, 504, Social Work Referrals, ESE, MTSS, Homeless Liaison, Tier 1 Social Emotional Curriculum, BESS screener, Crisis Team, ESOL
Sanford, Troy	Assistant Principal	Evaluations, Assessment, ESOL, MTSS, Collaboration, Coaching, Professional Development
Dobbs, Sarah	Assistant Principal	evaluations, assessment, staff development, collaboration, MTSS, coaching, instructional needs
Guinn, Misty	Dean	Discipline, Safety, Crisis Team, MTSS, Safety Patrols
Dyer, Holly	Instructional Coach	Classroom Coaching, professional development, collaboration
Boland, Rebecca	Instructional Coach	Classroom Coaching, professional development, collaboration

### Early Warning Systems

**Current Year****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	85	76	75	92	87	83	0	0	0	0	0	0	0	498
Attendance below 90 percent	39	19	11	19	15	13	0	0	0	0	0	0	0	116
One or more suspensions	26	16	23	32	32	26	0	0	0	0	0	0	0	155
Course failure in ELA or Math	0	0	0	9	4	10	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	48	0	0	0	0	0	0	0	0	0	48

**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	31	33	38	52	44	60	0	0	0	0	0	0	0	258

**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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	5	7	27	0	0	0	0	0	0	0	39

**FTE units allocated to school (total number of teacher units)**

40

**Date this data was collected or last updated**

Sunday 8/4/2019

**Prior Year - 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	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 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	1	22	32	47	55	39	0	0	0	0	0	0	0	196

**Prior Year - 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	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 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	1	22	32	47	55	39	0	0	0	0	0	0	0	196

**Part II: Needs Assessment/Analysis****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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	27%	47%	57%	28%	52%	55%
ELA Learning Gains	52%	56%	58%	51%	57%	57%
ELA Lowest 25th Percentile	71%	52%	53%	61%	53%	52%
Math Achievement	22%	51%	63%	18%	52%	61%
Math Learning Gains	33%	58%	62%	27%	54%	61%
Math Lowest 25th Percentile	28%	49%	51%	27%	43%	51%
Science Achievement	23%	47%	53%	27%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	85 (0)	76 (0)	75 (0)	92 (0)	87 (0)	83 (0)	498 (0)
Attendance below 90 percent	39 (7)	19 (21)	11 (14)	19 (17)	15 (20)	13 (11)	116 (90)
One or more suspensions	26 (15)	16 (16)	23 (32)	32 (34)	32 (20)	26 (17)	155 (134)
Course failure in ELA or Math	0 (0)	0 (6)	0 (19)	9 (28)	4 (5)	10 (7)	23 (65)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	48 (40)	0 (39)	0 (40)	48 (119)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	44%	-20%	58%	-34%
	2018	25%	46%	-21%	57%	-32%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	28%	49%	-21%	58%	-30%
	2018	14%	43%	-29%	56%	-42%
Same Grade Comparison		14%				
Cohort Comparison		3%				
05	2019	28%	45%	-17%	56%	-28%
	2018	29%	46%	-17%	55%	-26%
Same Grade Comparison		-1%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	49%	-26%	62%	-39%
	2018	20%	48%	-28%	62%	-42%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	26%	54%	-28%	64%	-38%
	2018	28%	47%	-19%	62%	-34%
Same Grade Comparison		-2%				
Cohort Comparison		6%				
05	2019	20%	45%	-25%	60%	-40%
	2018	36%	50%	-14%	61%	-25%
Same Grade Comparison		-16%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	44%	-21%	53%	-30%
	2018	25%	49%	-24%	55%	-30%
Same Grade Comparison		-2%				
Cohort Comparison						

### Subgroup Data

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					

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
ELL	26	47		16	33		20				
BLK	21	48	71	15	30	33	13				
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				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	33
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	34
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	54
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	
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA Achievement- staff turnover and a many early career instructional staff and a novice administrative team were contributing factors.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Mathematics Learning Gains- staff turnover and a many early career instructional staff and a novice administrative team were contributing factors.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Proficiency and Learning Gains- staff turnover and a many early career instructional staff and a novice administrative team were contributing factors.

**Which data component showed the most improvement? What new actions did your school take in this area?**

ELA Learning Gains of the low 25% - a comprehensive reading intensive intervention plan was put into place. Intervention data was monitored by a member of the administrative team and training provided to intervention providers as needed.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

1. Suspensions from school
2. Attendance, esp. in Kindergarten

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Recruit and Retain Effective Teachers
2. Increase proficiency in ELA, Math and Science.
3. Increase Learning Gains in ELA and Math.

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Use of formative assessment to plan and deliver instruction
<b>Rationale</b>	After reviewing multiple pieces of data and 3 year trends, root cause analysis reveals that teachers struggled with using student data to plan and deliver effective instruction as well as mastery of the skill set of adjusting instruction mid-lesson to meet the needs of their students contributed to the low performance of Oakcrest Elementary.
<b>State the measurable outcome the school plans to achieve</b>	<p>If formative assessment is used to plan, deliver Florida Standards aligned instruction and intervene then student proficiency will increase to 50% in ELA, Math and Science as measured by the 2019-20 FSA/FCAT.</p> <p>ELA Baseline Target Math Baseline Target</p> <p>3rd 24% (18-19) to 50% (19-20) 3rd 23% (18-19) to 50% (19-20)</p> <p>4th 28% (18-19) to 50% (19-20) 4th 26% (18-19) to 50% (19-20)</p> <p>5th 28% (18-19) to 50% (19-20) 5th 20% (18-19) to 50% (19-20)</p>
<b>Person responsible for monitoring outcome</b>	Catherine Balias (catherine.balias@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers will be trained on various ways to collect formative assessment and best practices for utilizing student data to plan and deliver instruction. Teachers will meet weekly to develop formative assessments as well as use collected data to collaboratively plan under the direction of the Content Area Specialist. Teachers will have opportunities to share Best Practices and participate in learning walks to help further their expertise in this area. Teachers will utilize tools to track student progress towards grade level standards and learning goals. Students in the Federal Index subgroups falling under 40% will be identified and their progress deliberately monitored during quarterly data chats with the school administration. Intervention will be delivered to these students in a timely manner.
<b>Rationale for Evidence-based Strategy</b>	<p>This strategy was selected because it will give teachers the skill set needed to intervene quickly before students fall behind. Formative assessment is the tool that a teacher has that helps them design instruction that meets the needs of their students which is paramount to being an effective teacher.</p> <p>Data utilized to make this determination was classroom observation data, I-Ready diagnostic data comparisons from AP1 to AP3, and 2018-19 FSA Learning Gains.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Collaborative Planning</li> <li>3. Classroom Coaching</li> <li>4. Learning Walks</li> <li>5. Data Chats with administration</li> <li>6. Sharing Best Practices</li> <li>7. Monitoring of Individual student progress utilizing formative assessment.</li> </ol>
<b>Person Responsible</b>	Catherine Balias (catherine.balias@marion.k12.fl.us)

#2	
<b>Title</b>	Qualified teachers delivering standards based instruction
<b>Rationale</b>	After reviewing multiple pieces of data and 3 year trends, root cause analysis reveals that teachers struggled with planning and delivering effective engaging instruction incorporating reading, writing, listening and student discourse.
<b>State the measurable outcome the school plans to achieve</b>	<p>If qualified K-5 teachers deliver FL Standards aligned instruction incorporating reading, writing, listening and student discourse then 50% of students will fall in Tier 1 as measured by I-Ready diagnostic AP3 (End of Year View).</p> <p>I-Ready ELA Baseline Data i-Ready Math Baseline data</p> <p>K- 39% (18-19) to 50% (19-20) K-53% (18-18) to 60% (19-20)</p> <p>1st- 25% (18-19) to 50% (19-20) 1st - 30% (18-19) to 50% (19-20)</p> <p>2nd- 28% (18-19) to 50% (19-20) 2nd- 33% (18-19) to 50% (19-20)</p> <p>3rd - 16% (18-19) to 50% (19-20) 3rd - 16% (18-19) to 50% (19-20)</p> <p>4th - 15% (18-19) to 50% (19-20) 4th - 17% (18-19) to 50% (19-20)</p> <p>5th - 13% (18-19) to 50% (19-20) 5th - 14% (18-19) to 50% (19-20)</p>
<b>Person responsible for monitoring outcome</b>	Catherine Balias (catherine.balias@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers will participate in weekly collaborative planning to create Florida Standards based lesson under the supervision of Content Area Specialist. Teachers will participate in classroom coaching as needed or when requested. Teachers will evaluate the effectiveness of their lessons using formative and summative data. Teachers will be providing professional development on how to incorporate reading, writing, listening, and student discourse in all subjects.
<b>Rationale for Evidence-based Strategy</b>	This strategy was selected because classroom walkthroughs indicate that students were passive learners. Very few structures for listening and student talk were observed, probably due to the limited skill set of early career teachers. Behavioral data (referrals) also suggests that students did not engage in the learning process but alternative non-productive activities. If students are more engaged in the learning process by given the opportunities to engage through reading, writing, listening and talking their proficiency will increase and behavioral referrals will decrease.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Training on how to engage the learner through reading, writing, listening and talking.</li> <li>2. Collaborative Planning</li> <li>3. Coaching</li> <li>4. Learning Walks</li> <li>5. Sharing Best practices</li> </ol>
<b>Person Responsible</b>	Catherine Balias (catherine.balias@marion.k12.fl.us)

#3	
<b>Title</b>	Intervention in ELA and Math
<b>Rationale</b>	After reviewing multiple pieces of data and 3 year trends, root cause analysis reveals that teachers struggled with planning and delivering immediate intensive intervention in ELA and Math.
<b>State the measurable outcome the school plans to achieve</b>	<p>If timely intensive intervention in ELA and Math is delivered with fidelity to Tier 3 K-5th grade students then they will make a year's growth in a year's time as measured by I-Ready AP3 diagnostic and the 2019-20 FSA.</p> <p>Baseline in ELA is 52% learning gains. Target is 75% learning gains.  Baseline in ELA for Low 25% is 71% learning gains. Target is 90% learning gains for the low 25%.  Baseline in Math is 33% learning gains. Target is 75% learning gains.  Baseline in Math for Low 25% is 28% learning gains. Target is 90% learning gains for the low 25%.</p>
<b>Person responsible for monitoring outcome</b>	Catherine Balias (catherine.balias@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Provide immediate comprehensive intervention in reading and math utilizing I-Ready Diagnostic data to identify student deficits. Intervention groups will be smaller for students with significant reading and/or math deficits. Research based reading intervention programs and math intervention techniques will be utilized. Provide professional development in all intervention programs and techniques. Student progress is monitored during progress monitoring meetings conducted by the assistant principal three times yearly. Intervention groups are fluid and students will be moved based on need. Students in Tier 3 as identified by I-Ready will receive a daily fluency intervention as well. Intervention groups are monitored for fidelity by the administrative team. Student response to intervention monitored monthly through WIN Wednesday meetings. Adjustments are made to intervention groups based data.</p> <p>Students in the low 25% and retained students are monitored during PMP meetings, monthly WIN Wednesday Meetings, and by tracking their performance on QSMAs. Retained students and students in the low 25% participate in daily intervention based on their needs.</p>
<b>Rationale for Evidence-based Strategy</b>	This strategy was selected based on the 2018-19 learning gain data. While some growth was made in the area of ELA due to a comprehensive intervention program in reading implemented during the 18-19 school year this needs to continue in the area of reading and be implemented in math as well.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify students requiring math and reading intervention using I-Ready AP1</li> <li>2. Provide professional development to staff on reading intervention programs and math intervention techniques.</li> <li>3. Track student progress via Progress Monitoring Meetings at least three times yearly.(September, Dec./Jan., May)</li> <li>4. Monitor fidelity of interventions during classroom walkthroughs and data reviews</li> <li>5. Provide daily intervention in fluency</li> <li>6. Provide ongoing training and support of I-Ready student online instruction.</li> </ol>

7. Monitoring progress of students in the Federal Index subgroups under 40% ( Black, ELL, SWD, ED, Hispanic, White)

**Person Responsible** Catherine Balias (catherine.balias@marion.k12.fl.us)

#### #4

**Title** Increase Student Time on Task

**Rationale** 116/498 students had attendance less than 90%, 155/498 students had 1 or more suspensions and 258/498 students had 2 or more early warning indicators.

**State the measurable outcome the school plans to achieve** If students are in school on a regular basis then student proficiency will increase to 50% in ELA, Math and Science as measured by the 2019-20 FSA/FCAT.  
 ELA Baseline Target Math Baseline Target  
 3rd 24% (18-19) to 50% (19-20) 3rd 23% (18-19) to 50% (19-20)  
 4th 28% (18-19) to 50% (19-20) 4th 26% (18-19) to 50% (19-20)  
 5th 28% (18-19) to 50% (19-20) 5th 20% (18-19) to 50% (19-20)

**Person responsible for monitoring outcome** Catherine Balias (catherine.balias@marion.k12.fl.us)

**Evidence-based Strategy** A Parent Liaison will be hired to track attendance, follow up with students who are absent, provide supports to families who struggle with getting their children to school, and lead a school campaign to improve attendance. An attendance response committee, consisting of community resources, will meet monthly to track attendance data and provide support to improve student attendance.  
 Out of School suspensions will be decreased by implementing a school wide social skills curriculum (Manners of the Heart). Students will be recognized for displaying appropriate social skills. The Guidance Counselors will provide small group counseling on social skills. A proactive approach to discipline will be practiced throughout the school by actively monitoring behavior plans and celebrating students successes.  
 Restorative Classroom practices will be utilized to help students feel connected to the learning community thereby decreasing inappropriate behaviors.

**Rationale for Evidence-based Strategy** These strategies are recommended so that the focus will be on the positives (celebrating good attendance and on task behavior). Through active monitoring of students school personnel can stop a problem before it starts. Inappropriate behavior will not be punished but used as a springboard to teach appropriate behavior.

#### Action Step

**Description** 1. Hire a Parent Liaison  
 2. Form Community Attendance Response Committee  
 3. Purchase Manners of the Heart  
 4. Train staff on Manners of the Heart and Restorative Practices  
 5. Create recognition plan for attendance and behavior  
 6. Provide capacity building training for parents  
 7. Seek novel ways to communicate with parents such as use of social media.

**Person Responsible** Catherine Balias (catherine.balias@marion.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Teacher recruitment and retention. Stipends and recruitment bonuses will be offered to Effective and Highly Effective teachers. Teachers will be provided support through professional development, classroom coaching, and instructional tools.

## 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 Schoolwide Improvement Plan 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.**

Oakcrest has funded a full time parent liaison to support parents through training to build capacity. The parent liaison will survey parent needs and provide resources as needed. Parents and the community will be invited to attend school events at times that are convenient. Technology (Dojo, Twitter, You Tube, etc..) will be used to community with parents and share the successes of Oakcrest. Positive messages will be deliberately shared with the community to create a positive image of the school. The school imagine will be improved through school branding and a planned Public Relations campaign. School staff will be integrally involved in the local community that surrounds Oakcrest.

### 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.**

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.

Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence

Helping Children Cope With Traumatic Events

Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide

Prevención del Suicidio Juvenil: Consejos para Padres y Educadores?

**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.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

**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.**

Providing differentiated instruction for students at all levels is a best practice to meet students' needs in mastering the Florida Standards (FS)/Next Generation Sunshine State Standards (NGSSS). Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (i.e., within the general education classroom, during specials, lunch, or other portion of the school week).

Ability groups are organized according to accelerated needs such as higher-level coursework or remedial needs of individual students. Ability group configurations are flexible and continually monitored for student progress and movement. Grouping (whole class, within the grade level, and/or across grade levels) arrangements may include, but are not limited to:

- (1) Flexible grouping strategies to meet needs of individual students
- (2) Intervention-based grouping determined by screening, diagnostic, progress monitoring, or other assessments
- (3) Cooperative grouping
- (4) Small groups of mixed ability, and like ability
- (5) Ability grouping for portions of school day
- (6) Multi-age classes
- (7) Departmentalization
- (8) Team teaching within or across grade levels or looping (teacher instructing class for multiple years)
- (9) Other accelerated options as described in § 1002.3105, Fla. Stat. (2018)
- (10) Other grouping based on qualification for Exceptional Student Education (ESE) or English Language Learners (ELL) (e.g. inclusion model/support facilitation)

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.

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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

Oakcrest will continue to support soft skills as well develop student potential based around a set of core values that the school and community embraces. Oakcrest is currently partnered with Cox Communications as well as many local churches and the Junior League of Ocala. Instruction is also aligned to focusing on the "why" we need to learn something, thereby giving students the understanding of how what they are learning in elementary school will prepare them for a great career when they graduate.

The district of 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis. At the elementary level, this is established through STEM and STEAM curriculum, off and on campus field trips, and business and community volunteers.

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

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

1	III.A.	Areas of Focus: Use of formative assessment to plan and deliver instruction				\$0.00
2	III.A.	Areas of Focus: Qualified teachers delivering standards based instruction				\$152,268.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG		\$136,000.00
			Notes: Recruitment and retention bonuses for Effective and Highly Effective teachers			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$9,520.00
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$1,814.00
	5100	239-Other	0341 - Oakcrest Elementary School	UniSIG		\$1,990.00
			Notes: Medicare			
	6400	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG		\$2,700.00

			<i>Notes: Notes: stipends for attending training off contract time This will provide stipends for 18 teachers to attend 6 hours of professional development. The training will occur in June 2020 and will focus on creating inquiry based interactive lessons. The training will be provided by an outside vendor and will take place at Oakcrest Elementary.</i>			
	6400	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$168.00
			<i>Notes: Notes</i>			
	6400	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$36.00
			<i>Notes: Notes</i>			
	6400	239-Other	0341 - Oakcrest Elementary School	UniSIG		\$40.00
			<i>Notes: Notes medicare</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Intervention in ELA and Math</b>				<b>\$107,342.36</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0341 - Oakcrest Elementary School	UniSIG		\$74,000.00
			<i>Notes: Notes- Assistant Principal to assist with training and monitoring of intervention</i>			
	7300	210-Retirement	0341 - Oakcrest Elementary School	UniSIG		\$6,660.00
			<i>Notes: Notes</i>			
	7300	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$5,180.00
			<i>Notes: Notes</i>			
	7300	230-Group Insurance	0341 - Oakcrest Elementary School	UniSIG		\$18,500.00
			<i>Notes: Notes</i>			
	7300	232-Life Insurance	0341 - Oakcrest Elementary School	UniSIG		\$222.00
			<i>Notes: Notes</i>			
	7300	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$985.00
			<i>Notes: Notes</i>			
	7300	239-Other	0341 - Oakcrest Elementary School	UniSIG		\$1,073.00
			<i>Notes: Notes-Medicare</i>			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$722.36
			<i>Notes: Notes- intervention materials Folders, paper, page protectors, Duo-Tang Folders for intervention data monitoring notebooks.</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Increase Student Time on Task</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$259,610.36</b>