

Marion County Public Schools

Oakcrest Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	21
Budget to Support Goals	22

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

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%) 2015-16: 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	CS&I

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

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	22

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	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.

Through inquiry based learning, Oakcrest Elementary School inspires students to develop into global Citizens who strive to make the world a better place.

Provide the school's vision statement.

Developing Global Citizen's 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	Title	Job Duties and Responsibilities
Balius, Catherine	Principal	budgets, evaluations, staff development, SAC, SIP, Title 1, community outreach, fidelity, collaboration
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	K-5 Reading

Demographic Information

Principal start date

Thursday 7/25/2019, 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.*

3

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.*

4

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%) 2015-16: 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	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	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	

Date this data was collected or last updated

Tuesday 8/18/2020

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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					
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				

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
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%	2
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

According to 2018-19 FSA data, ELA Achievement showed the lowest performance. This was the result of many early career teachers and a novice administrative team.

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

According to 2018-19 FSA data, Math Learning Gains showed the greatest decline. This was the results of many early career teachers and a novice administrative team.

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.

According to 2018-19 FSA data, Math Proficiency and Learning Gains had the greatest gap compared to the state average. This was the results of many early career teachers and a novice administrative team.

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

According to 2018-19 FSA data ELA Learning Gains of the low 25% showed the most improvement. A comprehensive reading intervention plan was put into place and implemented. Intervention data was monitored by members of the administrative team and training provided to interventionist as needed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Student Attendance

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

1. Recruit and Retain Effective Teachers
2. Increase proficiency and Learning Gains in ELA, Math and Science.
3. Create a school environments that supports and nurtures the whole child.
4. Develop teachers capacity to release learning to students.
5. Increase student attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	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 a skill set of adjusting instruction mid-lesson to meet the needs of their students, contributed to the low performance at Oakcrest Elementary.
Measurable Outcome:	<p>If Highly Effective and Effective teachers use formative assessment to plan and deliver Florida Standards aligned instruction then student proficiency will increase to 50% in ELA, Math and Science as measured by the 2020-21 FSA/FCAT.</p> <p>ELA Baseline and Target Math Baseline and Target</p> <p>3rd Grade- 24% (18-19) to 50% (20-21) 3rd Grade- 23% (18-19) to 50% (20-21)</p> <p>4th Grade- 28% (18-19) to 50% (20-21) 4th Grade- 26% (18-19) to 50% (20-21)</p> <p>5th Grade- 28% (18-19) to 50% (20-21) 5th Grade- 20% (18-19) to 50% (20-21)</p>
Person responsible for monitoring outcome:	Catherine Balias (catherine.balias@marion.k12.fl.us)
Evidence-based Strategy:	Teachers will be trained on how to use Mastery Connect to collect formative assessment data and how to use the data to plan and deliver instruction. Teachers will meet weekly to create formative assessments and use collected data to collaboratively plan under the direction of the External Operator, School Based Administration and Content Area Specialists. Teachers will have opportunities to share best practices, participate in student work reviews, go on Learning Walks to future their expertise in this area. Teachers will utilize Mastery Connect to track student progress towards grade level standards and learning goals. Students in the Federal Index subgroups falling below the Federal Index of 40% will be identified and their progress deliberately monitored during quarterly data chats with school administration. Intervention will be delivered to students in a timely manner.
Rationale for Evidence-based Strategy:	This strategy was selected because it will give teachers the skill set they need to intervene quickly before students fall behind and adjust instruction accordingly to meet the needs of students. 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. Data utilized to make this determination was classroom observation data, i-ready diagnostic data comparisons from AP1 to AP2 (19-20) , and 2018-19 FSA Learning Gains.

Action Steps to Implement

1. Professional Development (Mastery Connect) for both face to face and online teachers.

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

2. Collaborative Planning for face to face and online grade level teams.

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

3. Classroom Coaching for both face to face and online teachers.

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

4. Learning Walks for face to face teachers and digital learning walksfor online teachers.

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

5. Data Chats with Administration both face to face and online teachers.

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

6. Sharing Best Practices for both face to face and online teachers.

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

7. Monitoring of individual student progress utilizing formative assessment for both face to face and online teachers.

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

8. Student work sample analysis for both face to face and online teachers.

Person Responsible Troy Sanford (troy.sanford@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

After reviewing multiple pieces of data and three year trends, root cause analysis reveals that teachers struggled with releasing instruction to students.

If Highly Effective and Effective K-5 Teachers develop their skill level in the area of developing learners that can work independently with minimal teacher support then 50% of students will fall in Tier 1 as measured by i-Ready Diagnostic AP3 (end of year view).

Measurable Outcome:

i-Ready ELA Baseline Data (19-20 AP2) i-Ready Math Baseline Data (19-20 AP2)
 K- 19% (19-20) to 50% (20-21) K- 20% (19-20) to 50% (20-21)
 1st Grade- 19% (19-20) to 50% (20-21) 1st Grade- 10% (19-20) to 50% (20-21)
 2nd Grade - 22% (19-20) to 50% (20-21) 2nd Grade- 8% (19-20) to 50% (20-21)
 3rd Grade- 14% (19-20) to 50% (20-21) 3rd Grade- 9% (19-20) to 50% (20-21)
 4th Grade - 8% (19-20) to 50% (20-21) 4th Grade - 8% (19-20) to 50% (20-21)
 5th Grade - 9% (19-20) to 50% (20-21) 5th Grade- 9% (19-20) to 50% (20-21)

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Teachers will participate in weekly collaborative planning to create Florida Standards aligned lessons under the direction of the external operator, administration, content area specialist, or district program specialists. Teachers will participate in student centered classroom coaching as needed and when requested. Teachers will evaluate the effectiveness of their lessons using formative and summative data. Teachers will be provided professional development on how to release learning to students so that the students are doing the work, not the teacher. Administration will conduct classroom walkthroughs looking for evidence of release of instruction.

Rationale for Evidence-based Strategy:

The strategy was selected because classroom walkthroughs revealed that the teachers were the ones doing most of the talking activities while students passively watched. Conversation with teachers revealed that because the students were struggling and because the teacher didn't want the student to struggle and fail that they were over scaffolding classroom activities. It was clear that teachers needed additional training in how to release learning to students so that students are the ones talking, writing and reading.

Action Steps to Implement

1. Provide Professional Development in student engagement strategies for face to face teachers and PD for how to engage the online learner for online teachers.

Person Responsible

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

2. Collaborative Planning for both face to face and online teachers.

Person Responsible

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

3. Classroom Coaching for both face to face and online teachers.

Person Responsible

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

4. Learning Walks or face to face teachers and virtual learning walks for online teachers.

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

5. Sharing Best Practices for face to face and online teachers.

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

6. Walk throughs of face to face classrooms and online classrooms by administration and external operator.

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

7. Student Work Analysis of both face to face and online students.

Person Responsible Troy Sanford (troy.sanford@marion.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	After reviewing multiple pieces of data and three year trends, root cause analysis reveals that students perform better in a classroom/school where they feel safe and valued. The current Covid-19 Crisis revealed that students may be struggling emotionally when they return to school and that student emotional and basic needs must be met in order to be successful with academic instruction.
Measurable Outcome:	If ALL employees of Oakcrest Elementary school create a learning environment that fosters the development of the whole child then all students will make a year's growth in a year's time as measured by the i-Ready Diagnostic AP1 to AP3 in Grades K-4th and FSA Learning Gains (5th Grade).
Person responsible for monitoring outcome:	Catherine Balius (catherine.balius@marion.k12.fl.us)
Evidence-based Strategy:	Creation of Classroom cool down areas. Use of sensory activities when necessary to deescalate students. Use of restorative practices throughout the school campus. Seek novel ways to engage parents and the community. Students will be recognized for reaching academic and character goals. Parents and families will earn rewards for engaging in their child's education. A daily news show will highlight school expectations and focus on the development of social skills. The daily news show will be shared with parents as families via Dojo. Sanford Harmony curriculum will be used as a Tier 1 curriculum. Guidance Counselors will meet with classes and small groups of students as needed. Classbuilding, teambuilding and brain breaks will take place throughout each day. The majority of classes at Oakcrest are taught in the traditional model (one teacher all day) so that students emotional well being can be monitored closely and they have more opportunities to form relationships with peers and staff. Inappropriate behaviors will be viewed as opportunities to connect and teach rather than punish.
Rationale for Evidence-based Strategy:	This strategy was selected based on recommendations from the required Mental Health First Aid course as well as guidance from the state of Florida and local mental health providers. These are also the practices that we began implementing last year that were responsible for the significant drop on student referrals.

Action Steps to Implement

2. Community Attendance Response Committee monitoring attendance of both face to face and online students.

Person Responsible Catherine Balius (catherine.balius@marion.k12.fl.us)

3. Regularly scheduled meeting with school and district students services supports (Guidance Counselors, Deans, Social Worker, Parent Liaison)

Person Responsible Catherine Balius (catherine.balius@marion.k12.fl.us)

4. Ongoing Professional Development for face to face and online teachers.

Person Responsible Catherine Balius (catherine.balius@marion.k12.fl.us)

5. Create a plan for parent and student recognition of both face to face and online students.

Person Responsible Troy Sanford (troy.sanford@marion.k12.fl.us)

6. Parent engagement activities that take place virtually and face to face when it is safe to do so.

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

7. Seek novel ways to communicate and engage with parents and families of both face to face and online learners.

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

8. Screen face to face and online students for mental health concerns

Person Responsible Kimberly Nisbett (kimberly.nisbett@marion.k12.fl.us)

9. Create plans to support face to face and online students who are struggling emotionally, behaviorally and academically. Follow up on the student regularly.

Person Responsible Kim Nisbett (kim.nisbett@marion.k12.fl.us)

10. Connect all parents to outside resources when needed.

Person Responsible Kim Nisbett (kim.nisbett@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Help students and families see the value in attending school daily by sharing information and data with families on how attendance impact student achievement. Share that attendance is a soft skill that employers look for. Support families of students with poor attendance through the social worker and the Child Study Team.

Students with poor attendance are monitored weekly by the Social Work Assistant and the IPC. These students are contacted and encouraged to return to school. If there are extenuating circumstances that are preventing the students from attending school then the student services department attempts to help the family so that attendance of the student improves.

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 ensuring all stakeholders are involved.

Oakcrest students develop a positive classrooms and school culture through the use of Sanford Harmony daily in the classroom. Schoolwide expectations are taught and remediated as needed.

Communication with stakeholders through school newsletters, SkyLert Messages, Videos, Zoom Conferences and Dojo help to involve parents and the community with the school.

Outside agencies meet monthly at Oakcrest and discuss ways to support student attendance as well as provide services to Oakcrest families and community.

Oakcrest partners with Cox Communications, Junior League, Oakcrest Baptist Church, United Way, High School students enrolled in the teacher preparation program and City Light Church. These agencies provide monetary and in kind donations as well as guidance to the school.

The SAC Committee meets regularly to provide guidance to the school as well.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$35,272.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG		\$33,000.00
			<i>Notes: Incentive and sign bonuses for retaining and recruiting Highly Effective and Effective teachers. 2 teachers \$ \$6,000 and 7 teachers @ \$3,000</i>			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$1,674.00
			<i>Notes: Incentive and sign bonuses for retaining and recruiting Highly Effective and Effective teachers.</i>			
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$392.00
			<i>Notes: Incentive and sign bonuses for retaining and recruiting Highly Effective and Effective teachers.</i>			
	5100	239-Other	0341 - Oakcrest Elementary School	UniSIG		\$206.00
			<i>Notes: Incentive and sign bonuses for retaining and recruiting Highly Effective and Effective teachers.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$55,048.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0341 - Oakcrest Elementary School	UniSIG		\$38,354.00
			<i>Notes: Para professionals for small group and individual remediation in grades K-5th. Total of 2 paras @ yearly rate of \$19,177 each.</i>			
	5100	210-Retirement	0341 - Oakcrest Elementary School	UniSIG		\$3,452.00
			<i>Notes: Para professionals for small group and individual remediation, Retirement</i>			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$2,686.00

			<i>Notes: Para professionals for small group and individual remediation, Social Security</i>			
	5100	230-Group Insurance	0341 - Oakcrest Elementary School	UniSIG		\$9,590.00
			<i>Notes: Para professionals for small group and individual remediation, Group Insurance</i>			
	5100	232-Life Insurance	0341 - Oakcrest Elementary School	UniSIG		\$116.00
			<i>Notes: Para professionals for small group and individual remediation, Life Insurance</i>			
	5100	239-Other	0341 - Oakcrest Elementary School	UniSIG		\$558.00
			<i>Notes: Para professionals for small group and individual remediation, Other</i>			
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$292.00
			<i>Notes: Para professionals for small group and individual remediation, Workers Compensation</i>			
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$116,047.13
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		\$9,505.00
			<i>Notes: Resources for reading remediation/enrichment including a Early Interventions in Reading Level 1 Kit needed for small group reading iii. (Quote 1 - \$5,742.00) Magnetic letters to support phonics development and word work in K-5th grades for intervention and Tier 1 instruction as well as intervention in reading (Quote # 2 - \$3,762.53)</i>			
	5100	369-Technology-Related Rentals	0341 - Oakcrest Elementary School	UniSIG		\$2,624.00
			<i>Notes: Resource for reading remediation/enrichment - a yearly subscription for Reading A-Z. These leveled texts will be used for traditional and online guided reading groups. (Quote #3 - \$2,623.75)</i>			
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		\$8,699.00
			<i>Notes: Improvement student reading achievement by increasing student time with eyes on text by increasing the Media Center book collection Quote # 4 @ \$3,753.50, Quote # 5 @ \$262.82, Quote # 7 @ \$4,682.40</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0341 - Oakcrest Elementary School	UniSIG		\$2,411.00
			<i>Notes: Equipment for the Maker Space in the Media Center to increase math, science and problem solving skills. (Quote # 8 @ \$1,547.94- Button Machine, 3" Pin Back Parts, Doodler Create, 3Doodler Start Learning Packs, Jack Code and Go Programmable, Artie 3000) (Quote # 12 @ \$862.88 for cameras and camera cases)</i>			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0341 - Oakcrest Elementary School	UniSIG		\$2,000.00
			<i>Notes: Maker Space Equipment for the Media Center (Quote # 9 \$1,999.99 Ozobot Evo)</i>			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$28,172.13
			<i>Notes: Quote # 10 @ \$ 28,171.80 STEMscopes Hands on Kits for all K-5 classrooms for Tier 1 instruction in Science.</i>			
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		\$10,636.00

			<i>Notes: Quote # 11 @ \$20,699.54 Manipulatives for K-5th Tier 1 math instruction and for use in math intervention.</i>			
	5900	310-Professional and Technical Services	0341 - Oakcrest Elementary School	UniSIG		\$52,000.00
			<i>Notes: Quote # 13 @ \$52,000 Great Leaps Reading Intervention Tutoring for the bottom 25% and retainees provided by Great Leaps Tutoring.</i>			
Total:						\$206,367.13