

Escambia County School District

Oakcrest Elementary School



2022-23 Schoolwide Improvement Plan

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Oakcrest Elementary School

1820 HOLLYWOOD AVE, Pensacola, FL 32505

www.escambiaschools.org

Demographics

Principal: Dawn Turley L

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* White Students* Economically Disadvantaged Students
School Grades History	2021-22: D (32%) 2018-19: C (44%) 2017-18: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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 Escambia 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.

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www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Turley, Dawn	Principal	Dawn Turley, Principal: * Facilitates a common school-wide vision which aligns best instructional practices and data-based decision making. * Create a safe learning environment through the implementation of PBIS, RTI, and PLC.
Sheppard, Tasheba	Assistant Principal	Tasheba Sheppard, Assistant Principal: * Assist grade level staff with best instructional practices and data-based decisions. * Facilitate RTI/MTSS and student attendance rates.
McCants, Marisa	Other	Marisa McCants, Curriculum Coordinator: * Provide instructional leadership across subject areas including the development and implementation of instructional programs and the MTSS process. * Provides scheduling and support for computer based assessments. Assists in the evaluation of academic assessments and their effect on student achievement, as well as, coordinating staff development. * Supervises transportation.
Martin, Lori	Other	Lori Martin, Positive Behavior Support Coach: * Provide resources for students struggling with behavior. * Facilitates intentional teaching and reteaching of appropriate behaviors (staff and students) * Partners with community groups and local businesses to provide needed resources and services for students and families.
Melton, Michale	Other	Michale Melton, Media Specialist: * Provide strategies and interventions to meet the needs of the school (all students, individual students and staff). * Department Chair for Special Areas: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Roberson, Felicia	Other	Felicia Roberson, RTI/MTSS Resource Teacher: * Overseeing systems and managing the RTI/MTSS process (scheduling and facilitating RTI meetings, intervention documentation, and teacher support). * Communicate with families regarding the progress of interventions with their student.
Summers, Jackie	Teacher, K-12	Jackie Summers, Kinder Grade Level Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.

Name	Position Title	Job Duties and Responsibilities
Crow, Jenna	Other	Jenna Crow 1st Grade Department Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Ramsey, Deja	Teacher, K-12	Deja Ramsey, 2nd Grade Department Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Grace, George	Teacher, K-12	George Grace, 3rd Grade Department Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Braud, Brigitte	Teacher, K-12	Brigitte Braud, 4th Grade Department Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Herber, John	Teacher, K-12	John Herber, 5th Grade Department Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Cross, Lora	Teacher, ESE	Lora Cross, ESE Department Chair: * Support/Mentor other teachers within the grade level. * Ensure common content standard alignment, data-driven assessments, and student interventions.
Watford, Tyler	School Counselor	Tyler Watford, Guidance Counselor: * Provide student support (small group/individual)
Proctor, Jessica	Reading Coach	Jessica Proctor, Reading Coach: * Supports staff with Tier I ELA core instruction and Tier II small group instruction within the classroom. * Models effective instructional strategies in the classroom. * Provides differentiated coaching and professional development. * Participates in student data collection and analysis for RTI. * Collaborates with staff to implement Tier II and Tier III interventions.

Demographic Information

Principal start date

Friday 7/1/2022, Dawn Turley L

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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

41

Total number of students enrolled at the school

482

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

17

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	82	74	72	100	47	78	0	0	0	0	0	0	0	453
Attendance below 90 percent	18	31	26	42	15	37	0	0	0	0	0	0	0	169
One or more suspensions	0	2	2	1	3	9	0	0	0	0	0	0	0	17
Course failure in ELA	0	1	5	6	1	1	0	0	0	0	0	0	0	14
Course failure in Math	0	2	5	11	4	28	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	11	47	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	21	43	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	4	17	2	50	11	47	0	0	0	0	0	0	0	131

Using the table above, complete the table below with the number of students by current grade level who have 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	1	7	9	5	41	0	0	0	0	0	0	0	63

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	5	0	19	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	3	1	1	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Tuesday 8/16/2022

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	77	74	85	75	76	76	0	0	0	0	0	0	0	463
Attendance below 90 percent	9	39	42	45	40	41	0	0	0	0	0	0	0	216
One or more suspensions	0	1	1	2	0	5	0	0	0	0	0	0	0	9
Course failure in ELA	0	5	10	17	14	6	0	0	0	0	0	0	0	52
Course failure in Math	0	3	9	20	14	23	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	38	48	0	0	0	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	36	42	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	8	14	15	25	29	30	0	0	0	0	0	0	0	121

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	6	12	17	15	19	0	0	0	0	0	0	0	69

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	7	7	1	6	2	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	77	74	85	75	76	76	0	0	0	0	0	0	0	463
Attendance below 90 percent	9	39	42	45	40	41	0	0	0	0	0	0	0	216
One or more suspensions	0	1	1	2	0	5	0	0	0	0	0	0	0	9
Course failure in ELA	0	5	10	17	14	6	0	0	0	0	0	0	0	52
Course failure in Math	0	3	9	20	14	23	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	38	48	0	0	0	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	36	42	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	8	14	15	25	29	30	0	0	0	0	0	0	0	121

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	6	12	17	15	19	0	0	0	0	0	0	0	69

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	7	7	1	6	2	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	15%	51%	56%				31%	53%	57%
ELA Learning Gains	45%						51%	55%	58%
ELA Lowest 25th Percentile	53%						54%	52%	53%
Math Achievement	22%	46%	50%				39%	57%	63%
Math Learning Gains	34%						56%	60%	62%
Math Lowest 25th Percentile	28%						47%	52%	51%
Science Achievement	25%	52%	59%				28%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	26%	56%	-30%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison		-26%				
05	2022					
	2019	18%	51%	-33%	56%	-38%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	55%	-22%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	43%	58%	-15%	64%	-21%
Cohort Comparison		-33%				
05	2022					
	2019	38%	55%	-17%	60%	-22%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	55%	-29%	53%	-27%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	44		24	35						
ELL	6	45	46	24	47		8				
BLK	10	40	60	17	28	26	18				
HSP	12	42	42	19	39		20				
WHT	30	73		42	50						
FRL	15	45	64	22	32	27	26				
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	4	20		23							
ELL	11			35							
BLK	13	34	54	25	32	42	38				
HSP	18			37							
WHT	23			57							
FRL	17	34	53	31	39	33	41				
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	31	58	64	39	56	50	15				
ELL	22	47		41	71						
BLK	27	51	50	31	45	44	19				
HSP	33	40		47	65						
MUL	50			42							
WHT	46	65		66	78						
FRL	30	52	55	39	56	52	31				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	33
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Academically (ELA, Math and Science) achievement has been on a downward trend since 2016 with 2022 being the lowest in all three areas.
 ELA steady decline since 2019 from 31% proficiency to 15% proficiency.
 Math decline from 2017 proficiency from 46% proficiency to 21% proficiency.
 Math learning gains from 2017 to 2022 (64% to 33%)
 Science decline from 46% to 25%.
 Attendance has also been on a downward trend since 2016-17 in all subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA proficiency appears to be our greatest need for improvement. 15% proficiency in ELA with 36% in learning gains. A students fluency in ELA will also transfer over to better understanding in math and science.

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 new curriculum implemented through virtual means has new interventions and decision tree. There was a loss of instruction from post COVID. Many students were virtual or remote.
 We need to make sure that we have a strong CORE Tier 1 implementation. Having the support of the School Transformation Office Coaches and Building Coaches will help staff build their capacity in planning instruction aligned to the standards and using data to appropriately implement Tier II and III instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA Learning Gains and ELA Learning Gains for the Lowest 25% have showed the most improvement from 2016 to 2022. ELA Learning Gains have improved from 30% to 45%.

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

Factors that have contributed to improvement include: tutoring, PLC time, increased number of teachers who received their reading endorsement, strategic planning, ongoing progress monitoring/changing iReady pathways. In addition, the building was intentional about having data meetings with grade level teams twice a month.

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

Focused CORE instruction aligned to the standards with built in interventions to address identified student needs. Utilizing data to drive interventions and instruction. Flexible grouping within CORE Tier I instruction aligned to the standards and pre-requisite skills.

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.

K-5 teachers (including ESOL and ESE teachers) will participate in targeted grade level/content specific planning with coaches to align standards and implement best practices. Administrators will participate in book studies with the School Transformation Office to provide explicit feedback to teachers for continuous improvement.

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

There will be a focus on building teacher capacity in content and instructional practices through the use of District Coaches, Building Coaches and Building Leadership Team. Best instructional practices and District pacing/assessment guides will be strictly enforced through administrative walk-thrus. Administration will be trained in Getting Better Faster waterfall to provide continuous feedback to teachers during walk-thrus.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>School grade data and BSI walks indicated a need for explicit and intentional leadership support to implement feedback strategies that result in quality benchmark aligned instruction. The school will implement Get Better Faster (GBF) Observation and Feedback practices and action steps to improve benchmark aligned instruction.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>GBF Observation and feedback strategies will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment. Close the gap for SWD and Black students to match the overall school average and raise all ESSA subgroups to 41% or above.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>The School Transformation Office (STO) will be supporting the school-based leadership team to monitor the implementation of the observation and feedback system through monthly Principal meetings, and monthly classroom walks. Feedback about implementation will be provided through STO on a monthly basis.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Hollie Wilkins (hwilkins@ecsdfl.us)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>The leadership team will utilize a systematic observation and feedback structure. Through this system the leaders are able to provide immediate support for teachers to have a positive effect size on student academic achievement.</p>

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This systematic approach to coaching teachers is a blend of directive and nondirective techniques. The focus is on small, specific, and focused moves and responses that have an immediate positive effect on student achievement. These are followed up by direct rehearsal and practice of the moves with the leader. The learning for the teachers is not rote or formulaic. It helps the teacher to anticipate and adjust to ensure learning is occurring. The objective is mindful behavior with management and rigor. Through the guidance of the BSI field team and the STO department, the school leadership team will be learning and implementing this system throughout the entire year receiving feedback from the STO and BSI teams.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Outline and monitor before-planning expectations (Identify understandings of the benchmark, review curriculum resources, solve assessment questions, review student learning data for prior learning)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Attend structured planning with STO/District coaches and school-based coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. (Review benchmarks, identify practice, sequence the instructional strategies, determine tasks and item progression, and practice and solve benchmark aligned tasks and questions)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Schedule weekly classroom walks for identified teachers/ grade levels to monitor implementation of planning.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Write feedback script (GBF script protocol- See it, Name it, Do it)- utilize coach/specialist to support script writing.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Meet with identified teacher for feedback meeting (follow GBF feedback meeting protocol) to discuss, practice, and stamp learning for teacher action step and schedule follow up classroom walk.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Conduct follow up classroom walks to identify implementation of action steps, provide feedback to teacher, and determine if action step will be continued or changed based on data.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Document teacher action steps, classroom observations, feedback meeting scripts, and notes on teacher tracker for stakeholder alignment. (School-based admin, coaches/ specialist, district, BSI)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

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

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

School grade data indicates a need for explicit and intentional teacher planning to align instructional practices with state standards that will result in an increase in student proficiency. With the support of the District School Transformation Office Coaches and the building leadership team, grade level teams will align instructional practices with the standards, utilize formative and common summative assessments to analyze student data, and implement interventions based upon the data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. 100% of the teachers in grades 3-5 will implement plans from the planning meeting in the classroom including standard alignment, adherence to the pacing guide, formative and summative assessments, analysis of the data and interventions. This will be measured through classroom walk thru data and planning team meetings. 2. Students will demonstrate 41% or above proficiency on the ELA, Math and 5th Grade Science end of year state assessment (FAST). 3. Expect to close the gap for SWD students to match the overall school average and raise all ESSA subgroups to 41% or above.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Building administrators will monitor implementation of the aligned instructional practices through walk thrus and data meetings to analyze assessments aligned to the standards.

Person responsible for monitoring outcome:

Dawn Turley (dturley@ecsdfl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Systematic and explicit teaching that is aligned to the standards and provides specific feedback will help our students master the challenging content as outlined in our state standards. Teaching in this manner will also address the key Tier 1 instructional issues that are preventing our students, particularly our underperforming ESSA categories observed with our SWDs and our ELL students- from meeting the higher academic achievement levels that we know they are capable of achieving with the proper level of instruction and support.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

According to Hattie (2012) & Fisher, Frey, & Hattie (2016), systematic and explicit teaching that is aligned to the standards and provides specific feedback will help our students master challenging content as outlined in our state standards. Teaching in this manner will also address the key Tier 1 instructional issues that are preventing our students, particularly our underperforming ESSA categories observed with our SWDs and our ELL students- from meeting the higher academic achievement levels that we know they are capable of achieving with the proper level of instruction and support.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1: Establish classroom routines. (Management)

Admin (Assistant Principal and Principal): Model establishing classroom routines (example: greeting at door/bell work). Facilitate teachers scripting and practicing their classroom routines.

Grade Level Chairs: Facilitate weekly PLC time to clarify, script and practice classroom routines.

Person Responsible Dawn Turley (dturley@ecsdfi.us)

Action Step 2: Instructional Practices will be aligned to the standards through coaching and intentional planning. (Instruction)

STO Coaches: Meet weekly for each content area (3-5 grade): ELA, Math, 5th Grade Science to facilitate planning.

Literacy Coach: Meet weekly with K-2 ELA teachers to facilitate planning.

Math Coach: Meet weekly with K-2 math teachers to facilitate planning.

Curriculum Coordinator: Assist teachers in creating and documenting standard data by student.

Grade Level Chairs: Facilitate weekly PLC time to clarify, script, adjust, monitor understanding of planning meetings.

RTI/MTSS Coordinator: Support teachers in identifying/implementing/monitoring interventions for pre-requisite skills.

Teachers: Attend planning meetings and implement the action steps outlined from the meeting.

Admin (Assistant Principal and Principal): Attend weekly meetings (rotating through the grade level/ departments. Meet with leadership coaches, curriculum coaches and grade level chairs to discuss implementation and impact data.

Person Responsible Dawn Turley (dturley@ecsdfi.us)

Action Step 3: Utilize formative and summative assessments aligned to the learning standards.

Coaches (STO Coaches, Literacy Coach, Math Coach): Assist teachers in creating/implementing formative and summative assessment aligned to the standards. Assist teachers in creating student friendly scoring rubrics aligned to the standard/assessment.

Admin (Assistant Principal and Principal): Attend planning meetings.

Person Responsible Dawn Turley (dturley@ecsdfi.us)

Action Step 4: Analyze Student Data (by standard and skill)

Curriculum Coordinator/RTI-MTSS/Literacy Coach: Facilitate teachers in creating data sheets for standard proficiency level.

Coaches (STO Coaches, Literacy Coach, Math Coach): Assist teachers in breaking down standards into skills. Facilitate teachers in setting up intervention groups by skill/standard. Assist teachers in providing specific feedback to students.

Person Responsible Dawn Turley (dturley@ecsdf1.us)

Action Step 5: Implement Intervention/Extension Groups

Coaches (STO, Literacy Coach, Math Coach): Assist teachers in identifying instructional strategies and materials for intervention groups.

Teachers: Implement instructional strategies and resources for intervention groups.

Person Responsible Dawn Turley (dturley@ecsdf1.us)

Action Step 6: Use Data to Inform Instruction within Intervention Groups

RTI/MTSS Coordinator: Assist teachers with developing intensive interventions for students not showing growth. Assist with RTI/MTSS referral (if needed).

Coaches: (STO, Literacy Coach, Math Coach): Assist teachers with how to use the data for next steps.

Teachers: Make a plan for next steps with students based upon intervention data.

Administrators: Lead data meetings with grade level teams.

Person Responsible Dawn Turley (dturley@ecsdf1.us)

#3. Positive Culture and Environment specifically relating to Attendance and Behavior

Area of Focus Description and Rationale: Disruptive classroom/building behavior negatively impacts learning. A focus will be placed back on establishing common expectations, intentionally teaching, modeling, practicing, and reinforcing appropriate behaviors. Tier II and III students will also be supported in self-regulation strategies through groups and individual plans.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: The number of referrals will decrease by at least 10% from the 2021-2022 school year to the 2022-2023 school year, as measured by, Focus data. Economically Disadvantaged, SWD, ELL and Black student subgroups will also increase ADA and reduce percentage receiving office discipline referrals to match overall school average.

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Daily Average Attendance will increase by 2% from the school year 2021-2022 to 2022-2023.

Monitoring: The building PBIS Teacher will monitor the number of referrals and number of students in Tier II and III groups. Guidance Counselor will monitor the attendance weekly.

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Lori Martin (lmartin1@escambia.k12.fl.us)

Evidence-based Strategy: 1. PBIS plan to encourage student behavior and attendance to core content areas.
2. Implementation of the MTSS process focusing on attendance and behavior.
3. Utilizing the Family Liaison and Guidance Counselor to conduct home visits, provide resources and support families to overcome barriers to student attendance and positive behavior.

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Incentivizing student attendance, positive behavior, and providing resources to families will help improve academic performance in all areas. These strategies are necessary based on the data collected from the 2022 school year.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The PBIS Team will meet monthly to review behaviors. The purpose of the meetings will be to review various data from the Office Disciplinary Referrals to identify and act on needs for behavioral interventions.

Person Responsible Lori Martin (lmartin1@escambia.k12.fl.us)

Attendance will be monitored and intervention steps put into place for students with excessive unexcused absences. School Guidance Counselor will work with the Family Liaison Facilitator to eliminate barriers for students attending school. Person responsible will be our Guidance Counselor, Tyler Watford.

Person Responsible Dawn Turley (dturley@ecsdfi.us)

School-wide behavior expectations and protocols will be developed and communicated with staff, students and families. Teachers will receive a PBIS handbook. Students will review the expectations in the Rights and Responsibilities Handbook with their teachers. Parents will have access to the handbook on the District Website and sign the form acknowledging they have reviewed the handbook.

Person Responsible Lori Martin (lmartin1@escambia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Kindergarten ELA proficiency rate was 40% on the Spring 2022 STAR Early Literacy Assessment.

First grade ELA proficiency rate was 31% on the Spring 2022 STAR Early Literacy Assessment.

Second grade ELA proficiency rate was 17% on the Spring 2022 STAR Reading Assessment.

Students who score at the 53rd percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2021-2022 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA proficiency rate was 17% on the 2022 FSA.

Fourth grade ELA proficiency rate was 15% on the 2022 FSA.

Fifth grade ELA proficiency rate was 13% on the 2022 FSA.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:

Economically Disadvantaged (15%)

ELL (6%)

Students with Disabilities (10%)
African American (10%)
Hispanic (12%)

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

ELA proficiency as determined by those scoring at or above the 53rd percentile on STAR Early Literacy or STAR Reading in 2022 will increase from 40% in K, 31% in 1st grade, and 17% in 2nd grade on STAR AP4 to 50% proficiency or higher on FAST-STAR PM3.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 17% in 3rd grade, 15% in 4th grade, and 13% in 5th grade on the 2022 FSA to 50% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on new 2023 FAST Progress Monitoring assessments by 23-24.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

- a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
- b. First grade: STAR Early Literacy/Reading results and track the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom.
- c. Second grade: STAR Reading results and track the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
- d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Turley, Dawn, dturley@ecsdf.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Oakcrest Elementary uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Action Step 1: Literacy Leadership-

- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.
- Provide professional development regarding the B.E.S.T. ELA Standards.
- Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Turley, Dawn,
dturley@ecsdfi.us

Action Step 2: Literacy Coaching-

- District coaches and/or school mentor teachers will facilitate common lesson planning using the district adopted curriculum and pacing guides, including how to effectively deliver instruction of B.E.S.T. ELA Standards, engagement strategies, etc.).
- Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.

Turley, Dawn,
dturley@ecsdfi.us

Action Step 3: Assessment

- Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.
- Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.

Turley, Dawn,
dturley@ecsdfi.us

Action Step 4: Professional Learning -

We will provide training to teachers at our school on the following:

- Use of STAR360 reports, core reading program data, and the intervention decision trees
- Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.
- Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan
- The B.E.S.T. ELA standards and the science of reading

Turley, Dawn,
dturley@ecsdfi.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Oakcrest will have a written Parent and Family Engagement Plan (PFEP). The plan will be written in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies, and activities to better communicate with families, and will focus on building the capacity of parents to address the needs of all students. The PFEP will be reviewed by the district Title I office, and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

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

The stakeholders at Oakcrest Elementary School include our administrators and faculty and staff members who service our students, and adhere to the PBIS (Positive Behavior Systems) that we have in place to promote a positive culture within our school. Our parents and community partners also assist with the development of a positive environment for our school by providing donations and supporting the initiatives we have in place on our campus.