

Oakcrest Elementary School

1112 NE 28TH ST, Ocala, FL 34470

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
72%

Alternative/ESE Center
No

Charter School
No

Minority
65%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	28

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Oakcrest Elementary School of International Studies students will be prepared for success in the 21st Century, becoming international minded citizens able to compete in today's global society. This will be accomplished by the use of technology, hands-on learning and an inquiry approach to learning. Oakcrest Elementary School of International Studies encourages and teaches all students to solve problems and make decisions that benefit themselves and others. Oakcrest staff members, parents, and community members will work collaboratively to create a safe and secure learning environment in which decisions are based on what is best for students.

Provide the school's vision statement

Oakcrest Elementary School of International Studies strives to maintain an atmosphere of excellence, with the belief that all students can achieve at increasingly higher levels through hard work and tenacity, leading to success at the highest levels. Oakcrest Elementary School of International Studies emphasizes the social, emotional, physical, and intellectual development of each child by encouraging them to be life-long inquirers, thinkers, communicators, and risk-takers, by developing intellectual curiosity and a thirst for discovery and achievement.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Building relationships with our parents, students and within the Oakcrest community is the key to developing a positive school culture and climate where learning can take place for our students. Various opportunities are extended to parents to come onto our campus as volunteers, to participate in activities and programs designed to support our educational goals for our students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The staff members at Oakcrest Elementary create a structured educational environment that is safe, fair, and respectful by building positive relationships throughout the campus. Students must feel safe and respected by all adults in the hallways, cafeteria, media center, computer labs, and in classrooms. Evidence of a structured and attractive educational setting are key to students feeling at home, safe and ready to learn.

Every morning and afternoon, staff members are on duty at various locations around the school campus to ensure safety and to greet students as they arrive onto campus encourage them as they leave in the afternoon. Classroom teachers welcome students into their classrooms at the classroom door as they enter the classroom. Each teacher has also taught procedures doors as students make their way into their classrooms. There are procedures in place as a preventive measure to reduce the chance for danger and misbehavior as well as for how parents and other visitors enter our campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavior system at Oakcrest is grounded within the framework of Positive Behavior Support (PBS). This evidence-based approach is employed within all areas of the school and provides a focus on reinforcing positive behaviors and teaching school-wide expectations. Teachers and staff are trained on the components of PBS and are further guided towards an understanding of the differentiation between major and minor behavior incidents. Behavior tracking forms are utilized to document and provide interventions for students that are not meeting the school-wide behavior expectations. Furthermore, the Multi-tiered Systems of Support (MTSS) is applied to the entire school community. This three tiered approach provides a format where students that are not responding to the school-wide Tier 1 plan are moved into a higher tier where a more individualized approach can be applied.

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

Administration and staff members together will plan and implement policies and procedures that will ensure a friendly, inviting atmosphere where students feel safe to learn and excel. Early identification of student's academic and personal/social needs is essential to promoting academic and personal growth. Students requiring additional support, whether social, emotional, or academic, will be identified and provided those opportunities to meet their individual needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Ealy Warning Systems provides data that shows students with a less than 90% attendance rate, and those with one or more suspensions. It also provides data on course failures in ELA and mathematics, along with those students who scored a Level 1 on a statewide assessment, ELA or mathematics.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	26	20	22	13	3	104
One or more suspensions	4	4	5	4	4	5	26
Course failure in ELA or Math	36	40	64	34	4	8	186
Level 1 on statewide assessment	0	0	0	74	45	41	160

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	9	1	2	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention Strategies will include:

- Attendance Rewards--students are rewarding for their attendance when they are present.
- Individual Behavior Plans for those students that are struggling with the Tier 1 Behavior Plan.
- Additional Small Group/Differentiated Instruction are given to those students that are not meeting the proficiency status in core academic areas and those that have score a Level 1 on state assessments.

In addition the following programs will be put into place.

SRA Early Interventions in Reading – Intervention for K-3

This early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations through prescribed lesson plans and routines, scaffolding that ensures student understanding, teacher modeling of new concepts, and ample guided practice with timely feedback.

SRA Early Interventions in Reading helps us identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

SRA Reading Mastery – Intervention for K-2 struggling readers

The Reading Strand addresses all five essential components of reading as identified by Reading First: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It provides spelling instruction to enable students to make the connection between decoding and spelling patterns and develops student decoding and word recognition skills that transfer to other subject areas.

The Oral Language/Language Arts Strand teaches the oral language skills necessary to understand what is spoken, written, and read in the classroom. It helps students to communicate ideas and information effectively and develops the ability to use writing strategies and writing processes successfully.

SRA Corrective Reading (Decoding) – Intervention for 3-5 struggling readers

Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–5 who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55808>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Oakcrest Elementary will continue to build relationships with our parents, local businesses, and churches in the community. We are working closely with several businesses who regularly donate supplies, their time, various rewards for staff members and other resources to support our school's mission. Parents are always welcome and encouraged to volunteer their time to support and participate in various programs, projects, and activities that will enhance learning and increase student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dudley, Sharon	Principal
Smiley, Carmen	Assistant Principal
Steckman, Amanda	Guidance Counselor
Jones, Timothy	Dean
Casciato, Cristina	Instructional Coach
Hartley, Rosanne	Instructional Coach
Rodriguez, Gisella	Instructional Coach
Trias, Tracy	Instructional Coach

Duties

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

The school-based administrative leadership team is comprised of the following members: school principal - expert in disaggregating data, assistant principal - expert in curriculum and instruction, guidance counselor - expert in testing and guidance, ESE Coach - expert in ESE curriculum, Reading Coach- expert in diagnosing reading problems, Math Coach - expert in math curriculum and interventions, IB Coordinator/Writing Coach - expert in IB curriculum and writing instruction, and dean - expert in diagnostic testing.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations about student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

When necessary, specific concerns are referred to and addressed by the student assistance team(SAT) or other outside resources are utilized to meet the needs of the school and/or students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Oakcrest Elementary's SAT team is comprised of various leadership team members and other school board personnel with the purpose of problem solving and addressing student needs. The school based leadership team meets each Monday to problem solve, monitor student achievement data, and review implemented student interventions. Student progress is constantly monitored and interventions adjusted based on student growth data. In addition, other services and resources are put into place to address other concerns that have been identified and which may affect students ability to successfully participate in the classroom. Decisions concerning how funds are used are made based on the outcome of the review of data, other information, and school or student needs as determined.

Title I Part A - Funds will be used to support instruction and learning in reading, writing, math, and science by way of Staff Development, and the purchase materials and resources.

Title I – Part C – Migrant Program: NA

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families.

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program is offered at selected school sites in the district.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Oakcrest Elementary School during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School, D.A.R.E. program.

Other agencies that we collaborate with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sharon Dudley	Principal
Tracy Trias	Teacher
Cedric Jacobs	Parent
Mary DeFreitas	Parent
Debra Lewter	Parent
Elena Aiyad	Parent
Cheryl Curley	Parent
Connie Brosam	Parent
Jordan Libby	Parent
Nan Kendall	Parent
Rosanne Hartley	Teacher
Cristina Casciato	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In the spring, the SAC meets to review and discuss the current SIP and give feedback to be considered as a draft for the upcoming year is developed. School data and other information is considered during the discussion, goals developed and the plan created to best address the needs of the school. The SIP draft will be shared during our initial SAC meeting for the 2014-2015 school year. Further revisions will be made based upon input from the committee.

Development of this school improvement plan

The SAC meetings are informative and provide a forum to share information about OCE, ideas from all involved and an opportunity to problem solve issues or concerns here on campus. The SAC assists in developing and evaluating the School Improvement Plan, and providing assistance in the decision making process.

Preparation of the school's annual budget and plan

The Council serves as a resource for the principal, assists in preparation of the school annual budget, and offers advice pertaining to the school program while acting as a liaison between the school and community.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Recruit new members representative of our student population at orientation, open house, through newsletters, Connect 5 messages and face to face.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dudley, Sharon	Principal
Smiley, Carmen	Assistant Principal
Casciato, Cristina	Instructional Coach
Hartley, Rosanne	Instructional Coach
Rodriguez, Gisella	
Trias, Tracy	Instructional Coach
Bunting , Sally	Teacher, K-12
Guinn , Misty	Teacher, K-12
Trahan, Dustin	Teacher, K-12
Pierson, Shameka	Teacher, K-12
Ackerman, Dawn	Teacher, K-12
Wilkerson, Kimberly	Teacher, K-12
Perry, Gracie	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Our literacy team promotes literacy by offering professional development activities throughout the school year as well as monitoring instruction in the classroom. The types of professional development opportunities offered are based on data and observations. First literacy is promoted to our students through quality tier 1 instruction. Our teachers are coached by administration and a variety of instructional coaches. We model rigorous lessons that are constructed using research based strategies from Learning Focus. As the Literacy Team works with teachers to improve tier 1 instruction, student literacy rates improve. Student literacy is also promoted through the Accelerated Reader and Action 100. Oakcrest's team trains teachers in a variety of programs for intensive intervention and enrichment instruction. Our trainings help teachers increase student skills in Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. We promote literacy to parents through our parent resource room. In this room, parents are able to check out resources that can be used at home to support learning and increase student achievement. Additionally, we provide a forum in which teachers and administration can discuss professional literacy programs, professional development and learning communities.

What will be the major initiatives of the LLT this year?

- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction (Leveled Learning)
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, Units of Study FCA tests, AIMSWeb, etc.)
- Recommend needed resources and/or support

- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development
- Support for Para-professionals

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers participate in collaborative planning opportunities that have been scheduled throughout the school year. A leadership team member is present at these meeting to answer questions, provide support, and resources, and note issues that require additional research or action.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All first year teachers and teachers new to Oakcrest Elementary will participate in a pre-school orientation to introduce and familiarize them with the curriculum, routines, programs, and the facility. In addition, there will be biweekly meetings with administration and instructional coaches to address questions, needs, and concerns, as well as share best practices and resources to support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Administration will assign a mentor teacher to all new hires and teachers new to a grade level. In addition, they will be given opportunities to visit other classrooms to observe the best practices of seasoned teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional calendars are created by the district and are based on the Common Core Standards and a review of the academic resources. In addition, the Literacy Leadership Team reviews the Florida Standards and resources to determine effective instructional resources provided to instruct the core curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to drive instruction. Students are screened using multiple tools that assist us in the purpose of providing differentiated instruction to meet the needs of each student. AIMSweb is a district screener that allows us to recognize and place students in appropriate interventions or enrichment groups. These groups are fluid and allow for vertical mobility. Data from progress monitoring is collected frequently to determine success and movement of students in and out of intervention groups.

Progress monitoring data also serves the purpose for driving classroom instruction. Teachers monitor student data to differentiate instruction, as needed, to assist students in attaining proficiency levels. One example, of how data is used to supplement instruction in the classroom is that all 3rd grade retainees, data from State Assessment and county Focus Calendar Assessment, will have an additional 30 minutes of reading instruction to assist in attaining proficiency on the next State Assessment.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

N/A We do not have an extended learning time.

Strategy Rationale

NA

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

NA

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 District initiative to assist students in transitioning into local elementary schools. There is a three day plan where all students report on a specific day with all students reporting on the third day. Seven students per day attending school the first week giving staff the opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of Stagger Start.

Florida's Voluntary Pre-K, Head Start, and HIPPIY (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 one very effective pre-K classroom on our campus.

The TERA-3(Test of Early Reading Abilities) are administered to identify students with low readiness rates, to direct instruction and to evaluate the success of the program. ELLM (Early Literacy Learning Model) is a research based curriculum that is implemented in all Title 1 preschool programs. The Waterford curriculum is also utilized in our pre-k program to increase student's literacy skills. We have one very effective pre-K classroom on our campus. We also offer an orientation to private pre-school children to help them become familiar with our kindergarten program.

College and Career Readiness

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will establish expectations for student engagement in Reading, Math, and Science through the use of Kagan Cooperative Structures, Differentiated Instruction, Collaborative Planning, and Ambitious Instruction and Learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will establish expectations for student engagement in Reading, Math, and Science through the use of Kagan Cooperative Structures, Differentiated Instruction, Collaborative Planning, and Ambitious Instruction and Learning. **1a**

G036061

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- Kagan Cooperative Learning Day 1 and 2 training and coaching
- Teacher Incentives for Staff Recognition
- Collaborative Planning Schedule/PLCs
- Cooperative Learning Structures Modeling/Coaching Schedule
- Differentiated Instruction training provided by district staff and DA team.
- Differentiated Instruction Books and Articles
- Technology(Engaged Classrooms, Brain Pop w/ELL component, iPads, etc.)
- Kagan training for Administrators and Leadership Team
- Para-professionals
- Math Coach

Targeted Barriers to Achieving the Goal **3**

- Teachers need professional development and coaching in Kagan Cooperative Learning in order to provide effective instruction.
- Teachers need structured planning process for differentiated instruction and student engagement.
- Teachers are overwhelmed and not highly motivated.

Plan to Monitor Progress Toward G1. **8**

The leadership team monitor student performance on AIMSweb reading and math data, RWAs (reading/writing assessments) and science Focus Calendar Assessments.

Person Responsible

Sharon Dudley

Schedule

Monthly, from 9/22/2014 to 5/25/2015

Evidence of Completion

There will be an increase in student achievement in reading, math, writing, and science.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will establish expectations for student engagement in Reading, Math, and Science through the use of Kagan Cooperative Structures, Differentiated Instruction, Collaborative Planning, and Ambitious Instruction and Learning. **1**

 G036061

G1.B1 Teachers need professional development and coaching in Kagan Cooperative Learning in order to provide effective instruction. **2**

 B086360

G1.B1.S1 If teachers, coaches and administrators receive Kagan Cooperative Learning training and coaching, then they will be equipped to increase student engagement. **4**

 S097047

Strategy Rationale

Teachers will learn and develop skills that can be applied in the classroom in the area of cooperative learning and active engagement.

Action Step 1 **5**

Teachers will attend Kagan Cooperative Learning Training during the summer and receive coaching and support on implementation during the school year.

Person Responsible

Sharon Dudley

Schedule

On 8/5/2014

Evidence of Completion

Walkthroughs, Lesson Plans Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The assistant principal and IB Coordinator will provide coaching and modeling in the correct use of Kagan structures.

Person Responsible

Carmen Smiley

Schedule

On 6/3/2015

Evidence of Completion

Walk throughs, Classroom Observations, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations will be conducted to determine if the teachers are utilizing the knowledge and skills gained from the professional development correctly or if they need further training or assistance.

Person Responsible

Sharon Dudley

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Walkthroughs, Classroom Observations, Lesson Plans

G1.B2 Teachers need structured planning process for differentiated instruction and student engagement.

2

 B112448

G1.B2.S1 Teachers will be given collaboratively planning opportunities during the 2014-2015.

4

 S127704

Strategy Rationale

If teachers are given time to plan collaboratively, then they can effectively plan for instructional opportunities that are engaging and that meet the needs of all learners.

Action Step 1 5

Collaborative planning time

Person Responsible

Sharon Dudley

Schedule

On 6/3/2015

Evidence of Completion

Sign in Sheet, Agenda, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership Team Members will participate in the Planning Meetings

Person Responsible

Sharon Dudley

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership Team will monitor the effectiveness of the collaborative planning meetings during their meetings.

Person Responsible

Sharon Dudley

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Sign In Sheets, Meeting Minutes, Agendas

G1.B3 Teachers are overwhelmed and not highly motivated. 2

 B112449

G1.B3.S1 If additional staff members were available, then students could receive more individual and small group interventions for reading and math. 4

 S127706

Strategy Rationale

Additional para-professionals will be hired to support instruction and learning in the classroom.

Action Step 1 5

Determine where additional paraprofessionals, math coach, resources, and technology are needed.

Person Responsible

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Walkthroughs, Observations, Fidelity Checks, Review of Data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Training will be provided for paraprofessionals and teachers on the use of materials, programs, and technology.

Person Responsible

Carmen Smiley

Schedule

Evidence of Completion

Resources will be ordered and paraprofessionals hired.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.

Person Responsible

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Fidelity observation will be conducted to determine if the staff members are utilizing programs correctly.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will attend Kagan Cooperative Learning Training during the summer and receive coaching and support on implementation during the school year.	Dudley, Sharon	8/4/2014	Walkthroughs, Lesson Plans Classroom Observations	8/5/2014 one-time
G1.B2.S1.A1	Collaborative planning time	Dudley, Sharon	8/18/2014	Sign in Sheet, Agenda, Lesson Plans	6/3/2015 one-time
G1.B3.S1.A1	Determine where additional paraprofessionals, math coach, resources, and technology are needed.		8/18/2014	Walkthroughs, Observations, Fidelity Checks, Review of Data	6/3/2015 annually
G1.MA1	The leadership team monitor student performance on AIMSweb reading and math data, RWAs (reading/writing assessments) and science Focus Calendar Assessments.	Dudley, Sharon	9/22/2014	There will be an increase in student achievement in reading, math, writing, and science.	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom observations will be conducted to determine if the teachers are utilizing the knowledge and skills gained from the professional development correctly or if they need further training or assistance.	Dudley, Sharon	8/18/2014	Walkthroughs, Classroom Observations, Lesson Plans	6/3/2015 daily
G1.B1.S1.MA1	The assistant principal and IB Coordinator will provide coaching and modeling in the correct use of Kagan structures.	Smiley, Carmen	8/18/2014	Walk throughs, Classroom Observations, Lesson Plans	6/3/2015 one-time
G1.B2.S1.MA1	Leadership Team will monitor the effectiveness of the collaborative planning meetings during their meetings.	Dudley, Sharon	8/18/2014	Sign In Sheets, Meeting Minutes, Agendas	6/3/2015 quarterly
G1.B2.S1.MA1	Leadership Team Members will participate in the Planning Meetings	Dudley, Sharon	8/18/2014	Agendas, Sign In Sheets, Lesson Plans	6/3/2015 semiannually
G1.B3.S1.MA1	Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.		8/18/2014	Fidelity observation will be conducted to determine if the staff members are utilizing programs correctly.	6/3/2015 biweekly
G1.B3.S1.MA1	Training will be provided for paraprofessionals and teachers on the use of materials, programs, and technology.	Smiley, Carmen	7/1/2014	Resources will be ordered and paraprofessionals hired.	one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will establish expectations for student engagement in Reading, Math, and Science through the use of Kagan Cooperative Structures, Differentiated Instruction, Collaborative Planning, and Ambitious Instruction and Learning.

G1.B1 Teachers need professional development and coaching in Kagan Cooperative Learning in order to provide effective instruction.

G1.B1.S1 If teachers, coaches and administrators receive Kagan Cooperative Learning training and coaching, then they will be equipped to increase student engagement.

PD Opportunity 1

Teachers will attend Kagan Cooperative Learning Training during the summer and receive coaching and support on implementation during the school year.

Facilitator

Administration

Participants

Instructional Staff , Faculty, Coaches. Administrators

Schedule

On 8/5/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will establish expectations for student engagement in Reading, Math, and Science through the use of Kagan Cooperative Structures, Differentiated Instruction, Collaborative Planning, and Ambitious Instruction and Learning.	200,266
Grand Total	200,266

Goal 1: All teachers will establish expectations for student engagement in Reading, Math, and Science through the use of Kagan Cooperative Structures, Differentiated Instruction, Collaborative Planning, and Ambitious Instruction and Learning.

Description	Source	Total
B1.S1.A1 - Kagan Cooperative Learning Days 1 & 2 and Coaching	Title I Part A	13,548
B1.S1.A1 - Kagan Summer Academy 2014	Title I Part A	8,400
B1.S1.A1 - Summer Boot Camps	Title I Part A	2,914
B2.S1.A1 - Subs for Collaborative Planning	Title I Part A	12,600
B3.S1.A1 - Paraprofessionals	Title I Part A	66,461
B3.S1.A1 - Resources and Materials	Title I Part A	9,470
B3.S1.A1 - Technology	Title I Part A	20,326
B3.S1.A1 - Math Coach	Title I Part A	63,409
B3.S1.A1 - Parent Night Resources	Title I Part A	3,138
Total Goal 1		200,266