Oakcrest Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Oakcrest Elementary School

1112 NE 28TH ST, Ocala, FL 34470

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Developing Global Citizens of Tomorrow.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

I. School Information

Name	Position Title	Job Duties and Responsibilities
Sandy, Christine	Principal	• Day-to-day management of school site • Family Engagement Facilitator • Pre-K - 5th-grade Instructional Leader • Student Service Support Team Member • Professional Development Facilitator • School Safety Coordinator • Human Resource Operations • Student Achievement Monitor • Community Activist
Wilson, Emily	Assistant Principal	• Assists the principal in providing a common vision for the use of data-based decision-making • Assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies • Assists the principal in the evaluation of school staff • Assists with the monitoring of the implementation of interventions and necessary documentation • Assists with the delivery of professional development for effective instructional delivery • Carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas. • Assists specific grade levels with curriculum, students, faculty and staff and day to day operations
Rowe, James	Assistant Principal	• Assists the principal in providing a common vision for the use of data-based decision-making • Assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies • Assists the principal in the evaluation of school staff • Assists with the monitoring of the implementation of interventions and necessary documentation • Assists with the delivery of professional development for effective instructional delivery • Carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas. • Assists specific grade levels with curriculum, students, faculty and staff and day to day operations
Dyer, Holly	Curriculum Resource Teacher	• Assists teachers with the interpretation and implementation of the BEST Benchmarks /FSA Standards for ELA, math and science • Provides instructional support, including the preparation of lesson plans, content alignment, content delivery methods, and instructional modeling

Name	Position Title	Job Duties and Responsibilities
		• Assists in the design and implementation of progress monitoring, data collection, and data analysis • Participates in the design and delivery of professional development • Participates in weekly collaboration activities
Goodson, Jennifer	Curriculum Resource Teacher	• Assists teachers with the interpretation and implementation of the BEST Benchmarks /FSA Standards for ELA, math and science • Provides instructional support, including the preparation of lesson plans, content alignment, content delivery methods, and instructional modeling • Assists in the design and implementation of progress monitoring, data collection, and data analysis • Participates in the design and delivery of professional development • Participates in weekly collaboration activities

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

• The Leadership Team continues to monitor Progress Monitoring data which drives ELA intervention/enrichment placement. Appropriate intervention placement is critical to closing the achievement gap and consequently increasing proficiency while providing enrichment, supports those already reaching grade level expectations.
• The district has provided access to a Data Dashboard (data warehouse software program) providing a more
finite access Early Warning System of numerous data points.
• The faculty continues weekly collaboration addressing the need to provide highly effective Tier I instruction.
• The Family Engagement Specialist has been tasked with daily attendance data points to address absenteeism and improving data points.
• Parents have been provided opportunities to complete surveys, participate in SAC and attend engagement
activities.
• Fifth grade students were provided access to a district survey answering their perception of school.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring
• As the SIP is written to increase ELA proficiency and improve student attendance, the Curriculum Resource

Teachers and the Family Engagement Specialist have been assigned the direct responsibility of collecting
and analyzing student and providing on going twenty-day action plans for improvement. These specialists
will provide the Leadership bi-monthly updates on student progress.
• The Leadership Team along with the Curriculum Resource Teachers will continue weekly collaborations with
teachers to determine the highly effective instructional strategies to meet the depth and breadth of the BEST
Benchmarks.
• Progress Monitoring # 1 and #2 will be analyzed by the Curriculum Resource Teachers, Leadership and faculty
to determine student need and specific interventions/enrichment.
• The Family Engagement Specialist will identify bi-weekly chronically absent students and conference with
families for improvement.
• Families will participate in two Family Conference events following PM 1 and 2 to analyze student results
and determine next steps. Families will be provided the Big 3 of support highlighting specific tools and
resources to increase their student's proficiency.

Revisions
• At the conclusion of Progress Monitoring (PM) 1 and then again after PM2, ELA results will be analyzed and
curriculum decisions for improvement will be considered.
• At the conclusion of PM 1 and 2, an analysis of student results will identify those as proficient, those on the
bubble and those functioning below grade level. Through the PMP process, students will be analyzed and
the most effective strategies will be assigned.
• Student attendance trends will determine specific interventions and following an analysis of the data those
interventions will be scaled to meet the need.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	39	38	29	32	26	13	0	0	0	177
One or more suspensions	11	6	20	21	18	5	0	0	0	81
Course failure in English Language Arts (ELA)	5	13	15	14	5	1	0	0	0	53
Course failure in Math	4	8	7	16	5	3	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	39	32	13	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	35	30	16	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	22	20	27	0	0	0	0	0	82
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	20	24	36	50	39	21	0	0	0	190

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	10	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	36	35	28	31	20	15	0	0	0	165
One or more suspensions	4	13	9	12	9	20	0	0	0	67
Course failure in ELA	10	25	24	28	4	11	0	0	0	102
Course failure in Math	10	12	11	11	9	31	0	0	0	84
Level 1 on statewide ELA assessment	0	0	0	41	15	22	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	22	16	21	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	6	0	0	0	0	0	7

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	19	18	27	10	20	0	0	0	108

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	36	35	28	31	20	15	0	0	0	165
One or more suspensions	4	13	9	12	9	20	0	0	0	67
Course failure in ELA	10	25	24	28	4	11	0	0	0	102
Course failure in Math	10	12	11	11	9	31	0	0	0	84
Level 1 on statewide ELA assessment	0	0	0	41	15	22	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	22	16	21	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	6	0	0	0	0	0	7

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	19	18	27	10	20	0	0	0	108

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37			40	47	56	35		
ELA Learning Gains				48	56	61	43		
ELA Lowest 25th Percentile				42	51	52	39		
Math Achievement*	41			54	54	60	38		
Math Learning Gains				58	62	64	48		
Math Lowest 25th Percentile				46	52	55	60		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	47			46	42	51	21		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress				50			53		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	156
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				
SWD	16	Yes	4	4
ELL	32	Yes	1	
AMI				
ASN				
BLK	30	Yes	1	1
HSP	33	Yes	1	
MUL	42			
PAC				
WHT	53			
FRL	37	Yes	1	

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	25	Yes	3	3
ELL	53			
AMI				
ASN				
BLK	41			
HSP	49			
MUL	58			
PAC				
WHT	63			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			41			47					
SWD	16			16							3	
ELL	14			50							2	
AMI												
ASN												
BLK	29			31			36				4	
HSP	26			44							3	
MUL	42			42							2	
PAC												
WHT	55			55			54				4	
FRL	35			40			46				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	48	42	54	58	46	46					50
SWD	13	29		25	33							
ELL	14			57	90							50
AMI												
ASN												
BLK	30	41	38	46	56	47	30					
HSP	31	48		52	62		57					45
MUL	58			58								
PAC												
WHT	63	52		70	56		73					
FRL	35	46	41	52	57	48	40					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	43	39	38	48	60	21					53
SWD	12	23		24	46		7					
ELL	38			23								53

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	21	33	35	27	41	57	13					
HSP	31			34								50
MUL	50			67								
PAC												
WHT	67	75		56	50		36					
FRL	31	43	41	36	48	60	19					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	49%	-9%	54%	-14%
04	2023 - Spring	40%	48%	-8%	58%	-18%
03	2023 - Spring	29%	39%	-10%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	48%	-11%	59%	-22%
04	2023 - Spring	49%	53%	-4%	61%	-12%
05	2023 - Spring	31%	50%	-19%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	43%	-5%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Overall, ELA proficiency data has been identified as the need in grades 3-5 for improvement. With a 40% proficiency, only 4 out of 10 students are reading at grade level or above. Specifically, 3rd grade is identified as the most at risk as only 32% of the students are proficient. Ten students this current school year did not meet the state criteria for promotion and are slated for retention. A majority of students are identified as reading one grade level below state expectation. This area of weakness also aligns with the identification of being a TSI (Targeted Support and Improvement) school with SWD as they continued to be under performing with a Federal Index for a third year in a row. Their currently score of 25 indicates a improved trend toward improvement over the past three years, but they are still functioning below the identified target.

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

The chronically absent data from last year indicates a slight uptick in the percent absent from the previous year. Currently reporting 177 students as chronically absent, this is a 12 point increase from last year. Though this increase is minimal and a challenge for Oakcrest, when compared to the district, this a much greater variance. This variance between Oakcrest and the district has declined over the past three years, it still indicates how many days a significant number of our students miss school when compared to others.

Further analysis of chronically absent students highlights how K-2 students at Oakcrest compose a majority of these students. When analyzing the students scoring below the proficiency cut score on PM 3 to their attendance, there appeared to be an alignment between their academic performance and the number of days they were absent. The same was true at the 3-5th grade level. For third graders their attendance impacted their placement on FAST and possible retention and at the 4/5th grade, attendance aligned to their FAST results. Solving attendance issues would increase proficiency results.

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

Oakcrest students continue to struggle in ELA proficiency. Currently at 39% 3-5 grade proficiency, the number of students functioning at grade level declined by 1% from 2022. Further analysis of the overall percent, has determined that 3rd grade has demonstrated the weakest proficiency of the three grade levels with a 33% proficiency. Of the enrolled 3rd graders in this data set, 10 are slated for retention due to reading non-proficiency.

Further analysis indicates the greatest data gap when comparing Oakcrest results to the state average are students with disabilities (SWD). More specifically, students with disabilities, struggling in ELA. The data further indicates ---students being retained in third grade are identified as students with disabilities. Though the data indicates a continued improvement fof ELA proficiency rom 6%, 12% to 13% over the past three years, it remains the weakest of the ESSA subgroups and also the greatest data component variance from state averages.

Contributing to this gap are the student's ability to read across the genre. Specifically, they struggle with vocabulary and appear to have difficulty with summarizing what they have read. Students are able to

read a variety of text including narrative and informational text, but they struggle with understanding the more complex summarization of the text and the vocabulary supporting the text. Students identified as SWD continue to struggle with a greater deficient in general reading proficiency such as their mastery of phonics, sight words and reading fluency.

Though there is a one percentage point decline in the overall reading proficiency from last year to this, trends highlight a decrease in the percent of students scoring at Level 1. It appears students are closing the reading achievement deficiency as there is an increase at Level 2. The number of bubble students also appear to have decreased. It appears we are able to move students on the margin from one year to the next.

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

Science proficiency demonstrated a one percent improvement from last year. This increase in proficiency highlights an upward trend in the last years of overall proficiency from 23 percent three years ago, to 47percent this past year.

Achieving this improvement was the result of a more focused plan, do, check, action of standards instruction. Data drove the weekly planning and along with the weekly collaboration of the science coach and teacher, daily classroom instruction proved to be deliberate and focused.

One critical component of this planning was including vocabulary strategies for each standard. Linking morphology to the science terms by direct instruction was intended to increase science content knowledge by providing an increased understanding of supporting vocabulary.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Chronically absent students are of continued concern. Overall, 45% of all students are chronically absent this past year, which means they have missed ten plus days from school during the year. This percent is a two percent increase from last year and is more than 12 percent above the district. Students in grades K-2 have the greatest number of chronic absences, but 3-5th graders are still above district numbers.

Daily attendance this past year fell to below 90 percent. Currently at 89.30 percent, this is a decline of 1 percent from the previous year and 2 percent below the district. K-2 students have shown the greatest increase in absences, while 3-5th graders appear to be more stable.

There appears to be a link to absences and proficiency. When analyzing students scoring as non proficient, attendance appears to be a trend. Especially if a student is identified as chronically absent, their chances of being non proficient greatly increase.

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

1. Increase overall ELA proficiency to match district proficiency results enabling SWD ELA results to match the
Federal Index cut score.
2.Improve student ELA, math and science proficiency by decreasing chronically absent students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on strategies to increase student self-accountability and advance individual responsibility of self, then the number of K-5 identified as SWD will demonstrate an increase in reading proficiency. The current data indicates an index of 25 percent, 16 percent below the expected rate of 41 percent. This is the third year Students with Disabilities have fallen below expectations.

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

If we provide teachers with professional learning and collaborative planning in the science of reading and high effect strategies, the percentage of students with disabilities proficiency in grades 3-5 will increase from an average of 25 percent to 42 percent and meet the Federal Index cut score.

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

Progress monitoring will be conducted in August on the FAST PM1 and again in January on FAST PM 2 . The August and January results will drive targeted action plans for students not meeting the proficiency levels.

Students will be placed into MTSS interventions /enrichment opportunities based on PM results. This instructional path will be provided daily and student placement will be amended based on progress monitoring data conducted in January. Data of student progress within the intervention will be collected and evaluated on a monthly basis.

Periodic district benchmark ELA/math assessments supported by the district and both SAVVAS core series will be assigned to students throughout the year to monitor content mastery and determine needed remediation.

Person responsible for monitoring outcome:

Emily Wilson (emily.wilson@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Improving a SWD's reading proficiency requires an intervention determined by need. MCPS has identified evidence -based interventions to match student reading deficiency. Those interventions determined by the district include:
SIPPS Extension Builds phonics/sight words Grades 1-3
SIPPS Challenge Builds words with various syllable types Grades 2-5
SIPPS Plus Accelerate older readers lacking skills Grades 4-5
UFLI Building Phonics Grades K-3
Lexia Comprehension Vocabulary Grades 2-3
Haggerty Phonological Awareness Grades K-3
Read Naturally Live Fluency Grades 3-5

Based on program screeners, students will be paced in the appropriate intervention to quickly close the reading gap. Each of these interventions include progress monitoring formative assessments to measure ongoing growth. Students will be be monitored as the program identifies, with the data being tracked and with results evaluated for progress on a monthly basis.

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Support Facilitators will participate in weekly collaborative ELA sessions to build capacity of BEST standards, formative assessments, and instructional strategies to support Tier 2/3 interventions.

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

By When: Ongoing

Support facilitators will provide appropriate Tier 2 interventions meeting student needs, monitor their progress and adjust instruction as needed.

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

By When: Begin in August and continue throughout the year.

Support facilitators will support ELA teachers in providing highly effective Tier I and through on going progress monitoring provide reteaching support to maintain student mastery of the benchmarks.

Person Responsible: Emily Wilson (emily.wilson@marion.k12.fl.us)

By When: Begin in August and continue throughut the year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The percent of students scoring below proficiency appears to be related to their attendance. If a student is identified as a SWD student with chronic absences, the chances of being identified as non-proficient greatly increase.

According to the 2023 school year attendance reports, 177 students in grades K-5 logged attendance below 90%, and 190 students showed two or more Early Warning Systems indicators. This data demonstrates a need to advance self-accountability to improve attendance and focus on learning.

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

If we focus on strategies to increase student self-accountability and advance individual responsibility of self, then the number of K-5 students reporting attendance below 90% will decrease from 177 to 150 and the students with two or more Early Warning Systems indicators will decrease from 190 to 165 at the end of the 2024 school year.

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

Focusing on student self-accountability will begin to begin to shift student ownership and high expectations of attendance and grade reporting. The expected result will be increased students' engagement in school attendance and academic performance by having them own their data, create their own goals and feel success through scaffolding of support and rewarding improvement.

Supporting parent involvement will improve student attendance and consequently, improve student proficiency.

Person responsible for monitoring outcome:
Emily Wilson (emily.wilson@marion.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High Expectations for Students (1.44 Effect Size on Hattie's Index of Teaching) refers to students' expectations for and beliefs in themselves. Making learning intentions and success criteria transparent, have high but appropriate expectations, and provide feedback at the appropriate levels to build confidence in taking on challenging tasks. If students realize the high expectations set for them, including improved attendance, their achievement level will improve.

Parent Involvement (.41 Effect Size on Hattie's Index of Teaching) refers to the importance of family involvement on the educational process. Involving families in the improvement of student attendance will improve the percent of chronically absent students.

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

As students are in attendance, they are more able to self-regulate their learning and master the content being presented. Consequently, when grading indicates mastery of benchmarks, one must be in attendance to evaluate this progress and determine the appropriate intervention. When not in attendance, learning in the classroom continues, and mastery of the content by the student is questioned.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Family Engagement Specialist will monitor Tier I attendance concerns and refer those students of further concern to the social worker for Tier 2/3 support. The Family Engagement Specialist will implement an attendance incentive system for students and work closely with families to remove attendance barriers.

Person Responsible: Emily Wilson (emily.wilson@marion.k12.fl.us)

By When: By day 10 and then ongoing thereafter

The Family Engagement Specialist along with the guidance counselors will conduct monthly attendance meetings to monitor, provide intervention and support students and families identifying as below the 90% attendance threshold.

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

By When: Mid September will be the first meeting and then monthly thereafter.

Conduct quarterly Community Action Attendance Meetings to provide resources and interventions for chronically absent students. The attendees will include school personnel and community agencies with a focus on a prioritizing an action plan for individual students at risk.

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

By When: First quarterly meeting will be scheduled for late September. mid January, mid March and late May.

Students will track mastery of benchmarks by goal setting and recording their progress. Families will partner with the process through engagement activities, including student-led Open House, family conferences, and periodic data chats to increase student accountability for success.

Person Responsible: Emily Wilson (emily.wilson@marion.k12.fl.us)

By When: By mid August, specific students will be identified with action plans written for improvement.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Data analysis along with a comprehensive needs assessment were conducted by the Leadership Team during the 4th quarter of this last year with the results of these collaborative conversations further presented to the grade level chairs last May for input. Needed resources were prioritized and discussions on the allocations were conducted by both groups with final determinations made by these leadership groups.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Kindergarten data indicates effective Tier I practices enabling Oakcrest to reach the proficiency thresh hold. A continuation of current practices is scheduled for this year.

The results of the STAR AP3 results for 1st grade highlight the on going need for student mastery of phonics instruction. With a formal phonics program initiated the previous year in kindergarten, a continuation of this program is needed.

A core group of 2nd grade students were unable to participate in the STAR Reading Assessment as their level of mastery still placed them at the STAR Early Literacy level. Mastery of phonics and vocabulary is identified as a deficient area. Students taking the STAR reading are stronger in phonics, but demonstrated a weakness in vocabulary. The 2nd grade curriculum appears to be increasing proficiency, but it is imperative students continue to strengthen their overall phonics mastery. It is critical but that a focus on vocabulary measures are added. to the weekly collaboration.

A Tier I phonemic awareness and phonics program called UFLI is in its 2nd year of implementation. This scripted, 30-minute program is aligned to a specific grade level scope and sequence and provides initial instruction, formative assessment, and remedial support. UFLI is also being implemented as a Tier II/III remedial support program for 3rd grade students. Its intent is to close the phonics achievement gap.

The content area specialist will continue provide ongoing professional development on phonemic awareness and phonics knowledge, vocabulary focus, program implementation, and data analysis of student mastery. MTSS providers will also complete five hours of professional development in content, monitoring, and data analysis.

Classroom teachers will to participate in weekly collaboration focused on effective Tier I ELA instructional strategies. During each collaborative session, data from formative assessments will be analyzed to determine effective action steps.

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

Reading Across the Genres is an identified area of weakness at grades 3-5. Specially, students are struggling with vocabulary, especially the Greek and Latin roots tied to the multisyllabic content area vocabulary. It is imperative students are continually exposed to vocabulary practices to correct this deficit.

MTSS practices are under continual evaluation. Non-proficient readers are placed in district approved interventions. Proficient readers are scheduled into an enrichment block focusing on the application of reading in content-specific subjects.

The content area specialist will provide ongoing professional development on the implementation of specific interventions, formative assessment activities, and data analysis of student mastery. MTSS providers will complete at least five hours of professional development in content, monitoring, and data analysis.

Classroom teachers will to participate in weekly collaboration focused on effective Tier I ELA instructional strategies. During each collaborative session, data from formative assessments will be analyzed to determine effective action steps.

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 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 Measurable Outcomes

Utilizing the STAR progress monitoring system, students ELA targets in kindergarten will improve from 52% to 58% proficiency. (5% improvement in proficiency)

Utilizing the STAR progress monitoring system, students ELA targets in 1st grade will improve from 44% to 48% proficiency. (5% improvement in proficiency)

Utilizing the STAR progress monitoring system, students ELA targets in 2nd grade will improve from 37% to 42% proficiency. (5% improvement in proficiency)

Grades 3-5 Measurable Outcomes

Utilizing the FAST progress monitoring system, students ELA targets in 3rd grade will improve from 30% to 40% proficiency. (10% improvement in proficiency)

Utilizing the FAST progress monitoring system, students ELA targets in 4th grade will improve from 40% to 45% proficiency. (5% improvement in proficiency)

Utilizing the STAR progress monitoring system, students ELA targets in kindergarten will improve from 46% to 51% proficiency. (5% improvement in proficiency)

Monitoring

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 impact student achievement outcomes.

Progress monitoring will be conducted in August, January, and May. The August and January with results driving targeted intervention plans for students not meeting proficiency levels.

Periodic monitoring of students within intervention support will be monitored on a bi-weekly basis with adjusts being provided as needed.

District benchmark ELA assessments will be administered periodically along with and SAVVAS core series assessments will be assigned to students throughout the year monitoring content mastery and determine needed remediation.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Sandy, Christine, christine.sandy@marion.k12.fl.us

Evidence-based Practices/Programs

Description:
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. §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?

The following programs have been vetted to the BEST Standards, included in the district's K-12 Reading Plan, and are approved for implementation as either a Tier 1 or remedial support at Tier 2/3:

*UFLI phonic instruction for K-2
UFLI for remediation 3rd grade
*SAVVAS Core Reading K-5
*Haggerty for phonemic awareness
*SIPPS for phonics
*Read 180 for comprehension
*Lexia Core for comprehension
*Read Naturally for fluency

Ongoing progress monitoring will occur utilizing STAR and/or BEST state assessments three times a year for comparative data. Student placement within remedial support will be adjusted following STAR and BEST administration. District/school-based formative assessments will monitor mastery of benchmarks. Internal program formative checks of district-approved intervention programs will periodically monitor MTSS progress.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The district has vetted all school-based ELA programs, provided professional development, and provided the framework of ongoing progress monitoring. Their selection was based on the determination made by investigating available reading research and its match to needs of the reader.

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
Build faculty and capacity in their understanding of highly effective Science of Reading and student engagement strategies through weekly collaborative practices. By agreeing to operational norms, outcome deliverables, and established learning expectations, collaborative practices will focus on Tier I student-centered coaching and differentiation of Tier 2/3 support.	Dyer, Holly, holly.dyer@marion.k12.fl.us
Continue to provide ongoing professional development for all teachers in the Science of Reading and monitor effective Tier I practices for implementation.	Sandy, Christine, christine.sandy@marion.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Oakcrest SIP (School Improvement Plan) plan is located at: https://www.floridacims.org/districts/marion

Dissemination of this SIP plan will be provided through the following methods:
Newsletters
SAC Meetings
Parent Liaison
Social Media Invites or links
Open House
Title I meeting
SAC Meetings
Principal Round Table meetings at different times
Monthly meetings (have a goal plan for each month to disseminate the plan in a practical way)

Dissemination of the SIP plan will include visual props, text in bullet format, power points with parent friendly terms or text options when presenting information.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The PEFP (Parent and Family Engagement Plan) is located at: https://www.marionschools.net/oce

On staff is a Family Engagement Specialist with a job description designed to build a positive relationship with families and community stakeholders. Action plans for the upcoming year include:
• Staff goes into the community (Deer Run) to meet the families where they live.
• Teachers work with Family Engagement Specialist to find ways to help parents with student homework and
build support for afterschool tutoring.
• Encourage community organizations (Gems and Gents, Kut Different, church, Boys and Girls Club) to be a
part of our SAC and family engagement activities.
• Support Tier I and Tier II attendance
• Coordinate with district Homeless Liaison supporting students identified as homeless.

The Leadership Team's focus to continue building a positive relationship with families will include:
• Parent surveys reviewed by teachers and staff to accommodate needs etc.
• Continuing to build a Vanguard High School partnership
• Computer class to teach parents how to get onto Skyward and Canvas etc.
• Leadership Team provide PD on how to build family relationships etc.
• Teacher webpages updated monthly – made to be user-friendly
• Social Media posts to build community support

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

To improve time on task and continue to build a highly effective core curriculum instructional program the Leadership Team has put into place for this upcoming year the following:
• Schedules posted with a system in place for support staff
• Administration to conduct bi- weekly check-ins with teachers and give immediate feedback. (scheduled and
purposeful)
• Work with teachers on transition time and classroom procedures so that time is not wasted.
• Build enrichment groups for on grade level students with an emphasis still on ELA
• Build an AR reward program which motivates students to independently read
• Integrate Nearpod instruction into Tier I instruction
• Conduct coaching cycles with teachers focusing on improving Tier I instruction
• Collaboration across grade levels
• Conduct learning walks across grade levels
• Conduct data chats and design action plans for improvements
• Implement an ITD mentors and mentees program

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This SIP supports Oakcrest Elementary which continues to build a strong program with outside grant resources including:
• Servicing 4-year-olds with a daylong VPK program.
• Servicing 3 and 4-year-olds with an ESE pre-K handicap program
• Funding a Family Engagement Specialist with ESSR dollars

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

To support the mental health of students the following services are in place for the upcoming school year:
• MDT monthly meetings to monitor BESS screening results
• Encourage community organizations (Gems and Gents, Kut Different, Boys and Girls Club) to provide mentoring support
• Contract with OCP to provide Tier II/III mental health support
• Conduct small group counseling sessions (guidance counselors, social worker)
• Implement Caring School Community curriculum at all grade levels
• Provide community support to families as needed

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are provided exposure to a variety of career options by participation in Career Day.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A tiered system of support is in place for behavior and academics built on the Big Three and focusing on a strong Tier I support.
The Big Three structure for Behavior has been built to include:
• Be Safe
• Be Respectful
• Be Responsible

The Big Three structure for Academics has been built to include:
• Be Achieving
• Be Engaging
• Be Resilient

The Big Three for at home family support has been built by grade levels to target three key ELA and math benchmarks for student achievement.

The Big Three structure for parent engagement has been built to include:
• Build a strong family partnership
• Build a trusting relationship
• Build a supportive learning environment

When there is a need to provide additional interventions, with district support, a Tier II model for ELA, math and mental health has been built. Following progress monitoring, identified students are provided MTSS ELA and math interventions. Following the BESS screener, mental health interventions are made available.

This school year a Behavioral Specialist and Behavioral Tech have been assigned to Oakcrest to provide intensive behavioral interventions for at risk students, especially targeting ESE students. These services are built to deescalate and provide a return to classroom instruction.

The Student Service Manager is implementing a behavioral support system assisting teachers in classroom management practices focusing on strong Tier I procedures and effective behavioral management practices, including a reward system.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Providing professional learning opportunities for the faculty and staff, the following sessions have been scheduled:
• Monthly para meetings highlighting topics of improvements
• Early Release Days conversations on academic improvement, assessment programs and data results
• ELA, math and science weekly collaborations
• District based Inservice opportunities
• Wednesday administrative conversations on current instructional topics

Recruiting and retaining effective teachers activities include:
• Implementing an ITD mentors and mentees program
• Providing a comprehensive induction program

• Scheduling new to Oakcrest conversations
• Assigning leadership to new employees as resources

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

• Provide a full day VPK program
• Provide ESE pre-K handicap program for 3 and 4-year old's
• Provide a summer transitional program for incoming kindergarteners