Oakcrest Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Oakcrest Elementary School

1820 HOLLYWOOD AVE, Pensacola, FL 32505

www.escambiaschools.org

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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.**:**

Name	Position Title	Job Duties and Responsibilities
Turley, Dawn	Principal	* Facilitate a common school-wide vision which aligns with best instructional practices and data-based decision making. * Create a safe learning environment through the implementation of PBIS, RTI, and PLC. * Conduct classroom walkthroughs * Provide professional development opportunities. * Facilitate data meetings * Member of the Literacy Leadership Team
Sheppard, Tasheba	Assistant Principal	* Conduct classroom walkthroughs * Provide professional development opportunities. * Facilitate data meetings * Co-Facilitator of the Literacy Leadership Team
McCants, Marisa	Curriculum Resource Teacher	* Coordinates statewide testing * Classroom walkthroughs and coaching * Provides professional development * Member of the Literacy Leadership Team * Facilitates K-2 math planning meetings * Facilitates data meetings
Henderson, Jenna	Reading Coach	* Oversees the Professional Library * Co-Facilitates the Literacy Leadership Team * Conducts walkthroughs with coaching cycles * Participates in data meetings * Organizes the TIER groups and intervention resources
Roberson, Felicia	Other	* Facilitates RTI/MTSS meetings and reports * Participates in data meetings * Member of the Literacy Leadership Team
Paugh, Retha	School Counselor	* Attendance monitoring, reporting and incentives * 504 facilitator * Member of the Literacy Leadership Team * Student counseling
Bahati, Lauren	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Rabb, Sara	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning

Name	Position Title	Job Duties and Responsibilities
Buggs, Anna	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Cross, Lora	Teacher, ESE	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Crow, Jenna	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
East, Stuart	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Grace, George	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Herber, John	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Martin, Lori	Other	* PBIS framework and meetings * Training staff on PBIS * Behavior support * Facilitate SAC meetings * Community liaison * Track discipline data and reports
Nicks, Angela	Teacher, K-12	* Support/Mentor other staff within grade level/department * Ensure common content standard alignment, data-driven assessments and student interventions are being implemented. * Facilitate common planning
Jones, Philip	Instructional Media	* AR reports and meetings with students and grade level teachers * Facilitate reading plan

Name	Position Title	Job Duties and Responsibilities
		* Member of the Literacy Leadership Team
* Textbook Coordinator

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 SIP will be developed with input from the leadership team. Department chairs will review the SIP and share with their teams at the beginning of the school year. The SIP will be published on the building website for families and community members. In addition, the SIP will be reviewed at the SAC meetings.

All stakeholders will be advised of the progress toward meeting the SIP goals and any changes in the action plans during the school year.

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))

The SIP will be monitored through classroom walkthroughs, student progress monitoring with bi-monthly data meetings, weekly common planning, bi-monthly leadership and grade level team meetings, parent and community input.

We will revise the plan based upon monitoring data and monthly walkthroughs with BSI.

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	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)*

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	40	34	32	43	18	0	0	0	180
One or more suspensions	0	0	3	6	7	11	0	0	0	27
Course failure in English Language Arts (ELA)	0	0	6	12	2	2	0	0	0	22
Course failure in Math	0	0	4	14	7	1	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	16	39	25	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	13	33	29	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	28	39	15	14	0	0	0	115
	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	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	6	8	8	5	0	0	0	27

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	1	0	2	33	0	0	0	0	0	36
Students retained two or more times	0	0	0	3	7	1	0	0	0	11

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	18	31	26	42	15	37	0	0	0	169
One or more suspensions	0	2	2	1	3	9	0	0	0	17
Course failure in ELA	0	1	5	6	1	1	0	0	0	14
Course failure in Math	0	2	5	11	4	28	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	19	11	47	0	0	0	77
Level 1 on statewide Math assessment	0	0	0	18	21	43	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	17	2	50	11	47	0	0	0	131

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	0	1	7	9	5	41	0	0	0	63

The number of students identified retained:

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

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	18	31	26	42	15	37	0	0	0	169
One or more suspensions	0	2	2	1	3	9	0	0	0	17
Course failure in ELA	0	1	5	6	1	1	0	0	0	14
Course failure in Math	0	2	5	11	4	28	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	19	11	47	0	0	0	77
Level 1 on statewide Math assessment	0	0	0	18	21	43	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	17	2	50	11	47	0	0	0	131

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	0	1	7	9	5	41	0	0	0	63

The number of students identified retained:

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

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*	26	48	53	15	51	56	16		
ELA Learning Gains				45			36		
ELA Lowest 25th Percentile				53			56		
Math Achievement*	32	50	59	22	46	50	33		
Math Learning Gains				34			44		
Math Lowest 25th Percentile				28			38		
Science Achievement*	42	52	54	25	52	59	46		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	63	62	59	58			58		

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)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
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%
SWD	33	Yes	2	
ELL	35	Yes	2	
AMI				
ASN				
BLK	29	Yes	4	2
HSP	36	Yes	2	
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
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%
WHT	33	Yes	1	
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
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%
SWD	29	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	28	Yes	3	1
HSP	33	Yes	1	
MUL				
PAC				
WHT	49			
FRL	36	Yes	1	

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	26			32			42					63
SWD	36			13							3	
ELL	20			33			39				5	63
AMI												
ASN												
BLK	26			27			38				4	
HSP	22			35			39				5	59

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
MUL												
PAC												
WHT	33			33							2	
FRL	29			34			46				5	75

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	15	45	53	22	34	28	25					58
SWD	14	44		24	35							
ELL	6	45	46	24	47		8					58
AMI												
ASN												
BLK	10	40	60	17	28	26	18					
HSP	12	42	42	19	39		20					58
MUL												
PAC												
WHT	30	73		42	50							
FRL	15	45	64	22	32	27	26					55

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	16	36	56	33	44	38	46					58
SWD	4	20		23								
ELL	11			35								58
AMI												
ASN												
BLK	13	34	54	25	32	42	38					
HSP	18			37								56
MUL												
PAC												
WHT	23			57								

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
FRL	17	34	53	31	39	33	41					45

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	27%	49%	-22%	54%	-27%
04	2023 - Spring	28%	57%	-29%	58%	-30%
03	2023 - Spring	20%	44%	-24%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	51%	-18%	59%	-26%
04	2023 - Spring	26%	58%	-32%	61%	-35%
05	2023 - Spring	37%	47%	-10%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	51%	-17%	51%	-17%

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.

The data component that showed the lowest performance was in 3rd grade ELA.
* 3rd Grade Overall ELA - 20.7%
* 4th Grade Overall ELA - 32.9%
* 5th Grade Overall ELA - 37.5%
* State Overall ELA - 54%

Factors that contributed to the low performance:
* Lack of foundational skills entering 3rd grade
* Student attendance (average of 40.8% of students missed 5+ days each quarter)
* Lack of execution of lessons to the rigor of the benchmarks

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

According to our prior year's data there were no areas of decline.
ELA 15% to 26.9% from 2022 to 2023 overall proficiency (least amount of growth)
Math 21% to 36.8% from 2022 to 2023 overall proficiency
Science 25% to 40.4% from 2022 to 2023 overall proficiency

Factors that contributed to not as much growth include:
Lack of consistent staffing at 4th grade ELA
Changes in ESOL staffing
Lack of ESE staffing at the beginning of the school year
Student Attendance: (% of students with 5+ absences each quarter)
* 3rd Grade: 1st Quarter: 37.04%; 2nd Quarter: 46.36%; 3rd Quarter: 36.45%; 4th Quarter: 43.36%
* 4th Grade: 1st Quarter: 23.91%; 2nd Quarter: 44.19%; 3rd Quarter: 23.4%; 4th Quarter: 45.83%
* 5th Grade: 1st Quarter: 37.97%; 2nd Quarter: 40%; 3rd Quarter: 33.33%; 4th Quarter: 38.89%

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.

The greatest gap was "Overall ELA" proficiency. 26.9% of our students were proficient compared to the state proficiency level of 54%. This was a gap of 27.1%.

Factors that contributed to the gap included:
Attendance (student and teacher)
Teacher retention
Teacher capacity
Execution of the planned lessons/tasks to the rigor of the benchmark
Lack of student foundational skills
Focused feedback to students

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

The data component that showed the most improvement was Science which increased from 25% to 40.4% in overall proficiency.

The factors that contributed to improvement in these areas were the following:
-School Transformation Office (STO) Coach (met weekly with teacher to plan lessons aligned to the benchmarks)
-Weekly STO Planning Meetings
-Get Better Faster/Waterfall Teacher Feedback (administrator walkthroughs)
-Professional Development (engagement, Kagan structures, aggressive monitoring, etc)

-Aggressive Monitoring
-Data Meetings (bi-monthly with administrators)

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

The largest area of concern is attendance. The data shows kindergarten and 3rd grade students had the highest average attendance loss. Therefore, there will be an emphasis on attendance for students transitioning to 1st and 4th grade.

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

The highest priorities for school improvement this coming year are:
Attendance
ELA Proficiency
Math Proficiency
Closing achievement gaps in the subgroups of black students and SWD between the school and state

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

#1. 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.

In reviewing attendance data,10% or more of the students are missing school each day. The lack of consistent attendance contributes to gaps in learning and foundational skills. The data shows that attendance is especially low in the primary grades (Pre-K and kindergarten); however, 3rd grade also shows a large percentage of students absent on a daily basis.

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

Daily Average Attendance will increase by at least 2% from the 2022-2023 school year to the 2023-2024 school year by grade level and overall.

Pre-K: 79.39% to 81.39%
Kindergarten: 87.96% to 89.96%
1st Grade: 88.94% to 90.94%
2nd Grade: 90.16% to 92.16%
3rd Grade: 89.07% to 91.07%
4th Grade: 90.57% to 92.57%
5th Grade: 89.66% to 91.66%
Overall: 88.84% to 90.84%

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

The school counselor will monitor the attendance daily through FOCUS. Data will be shared with the Leadership Team to determine steps for improvement.

Person responsible for monitoring outcome:

Dawn Turley (dturley@ecsdfl.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.)

The leadership will establish school-wide protocols for attendance. The protocols will be monitored by data review and class walks. Teachers and students will receive feedback about attendance on a weekly basis.

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

According to What Works Clearinghouse (Preventing Drop Out in Secondary Schools) students typically decide to drop out of high school after an accumulation of setbacks and struggles over several years. Three key indicators—(1) attendance, (2) behavior, and (3) course performance—are reliable predictors of which students are at risk for dropping out.
By continually monitoring students' attendance, behavior, and grades, schools can intervene at the first signs of trouble, before students need intensive support to graduate on time. Therefore, it is crucial that good habits for attendance and strong foundational skills are formed in the elementary school.

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 4 - Demonstrates a Rationale

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.

Develop a protocol for collecting and presenting data to students, staff, and families.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: September 2023

Develop list of incentives and strategies for staff, students and families for attendance (including tardies).

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: October 2023

Increase student engagement by placing an emphasis on professional development and resources to better equip teachers with the resources to increase student participation including but not limited to: Kagan Structures, GLAD Strategies, promethean boards, supplemental curriculum.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: Continuous through May 2024

Review the Student Culture Rubric (Uncommon Schools) on a quarterly basis with staff to create and update actions steps as needed.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: Quarterly

#2. Instructional Practice specifically relating to Math

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.

Achievement in Math not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM3 progress monitoring assessment:
Students with Disabilities (18.2%), Economically Disadvantaged (38.7%) African American/Black (32.5%), Hispanic (39.5%), ELL Students (36.8%).

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

Math proficiency will increase from 36.8% proficiency (2023 FAST) to 41% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups: SWD, Black, ELL, Econ Dis, and Hispanic. Math proficiency for ESSA subgroups will increase by 50%.

Math learning gains for Black subgroup will increase by 100%, going from 28 points on the 2022 ELA FSA to 56 points or higher on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023.

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

The data metrics utilized to monitor the goal will be FAST/STAR, district math unit assessments, SchoolNet Probes, Exit Tickets, and school-based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, lesson execution, instructional rigor, feedback (student conferencing), and remediation/interventions. The leadership team will continue the implementation of actions steps from the Get Better Faster Waterfall during follow up walkthroughs. The leadership team will also review schoolwide data twice a month and conduct focused bi-monthly data meetings. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Dawn Turley (dturley@ecsdfl.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.)

1. Strengthen differentiated Tier I instructional delivery through use of the Math Frameworks, the B1G-M Instructional Guides, and supplemental resources to meet the state benchmarks. (Tier 1)
2. Mathematical Language/Vocabulary: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (Tier 2)
3. Strengthen the multi-tiered system of supports for all students. (Tier 1)

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

In analyzing the 2023 FAST data and historical ESSA data the lack of vocabulary, mathematical language, and small group interventions has significantly negatively impacted our students foundational skills. According to Elementary Math (10 Key Practices), strengthening the differentiated instructional delivery will have a positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

In analyzing the 2023 FAST data and historical ESSA data, student lack core instruction. According to Hattie (2012) & Fisher, Frey, & Hattie (2016), systematic and explicit teaching that is aligned to the standards and provides specific feedback will help our students master challenging content as outlined in our state standards. Teaching in this manner will also address the key Tier 1 instructional issues that are preventing our students, particularly our underperforming ESSA categories observed with our SWDs and our ELL students- from meeting the higher academic achievement levels that we know they are capable of achieving with the proper level of instruction and support.

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.

Utilize the BIG M to identify instructional strategies to support benchmark aligned instruction and tiered strategies to support differentiation. Utilize the MTR's (Mathematical Thinking and Reasoning) to engage students in discussing mathematical thinking and reasoning.

Person Responsible: Tasheba Sheppard (tsheppard@ecsdfl.us)

By When: on going throughout the 23-24 school year

Planning with teachers on a weekly basis. The district and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. The common planning protocol schoolwide will include: coming prepared to planning, a focus on the benchmarks, and engagement strategies.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: on going throughout the 23-24 school year

The leadership team will conduct classroom walks based on the tiered support system, to monitor the implementation of the professional development and planning outcomes. The leadership team will utilize the Get Better Faster Waterfall and provide feedback to teachers and determine coaching support based on the data metrics and classwalks.
Coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, word problems and student discourse. Coaching will be monitored by the School Leadership Team and STO team to determine the on-going coaching cycle.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: on going throughout the 23-24 school year

Incorporate supplemental materials/resources within the Core and Tier to meet the needs of the students and benchmark standards including but not limited to: Junior Great Books, Measure Up, Magnetic Books.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: January 2024

#3. Instructional Practice specifically relating to ELA

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.

Achievement in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM3 progress monitoring assessment:
Students with Disabilities (26.1%), Economically Disadvantaged (28%) African American/Black (23.7%), Hispanic (27.9%), ELL Students (26.3%).

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

ELA proficiency will increase from 26.9% proficiency (2023 FAST) to 41% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups: SWD, Black, ELL, Econ Dis, and Hispanic. ELA proficiency for ESSA subgroups will increase by 50%.

ELA learning gains for Black subgroup will increase by 50%, going from 40 points on the 2022 ELA FSA to 60 points or higher on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023.

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

The data metrics utilized to monitor the goal will be FAST/STAR, district ELA module assessments, and school-based assessments. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, lesson execution, instructional rigor, feedback (student conferencing), and remediation/interventions. The leadership team will continue the implementation of actions steps from the Get Better Faster Waterfall during follow up walkthroughs. The leadership team will also review schoolwide data twice a month and conduct focused bi-monthly data meetings. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Dawn Turley (dturley@ecsdfl.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.)

1. Strengthen Tier I instructional delivery through use of a strategic literacy plan, ELA Frameworks, and supplemental resources (Tier 1)
2. Provide explicit vocabulary instruction. (Tier 1)
3. Integrate writing and reading to emphasize key writing features across the curriculum. (Tier 2)

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

In analyzing the 2023 FAST data and historical ESSA data the lack of vocabulary, writing structures, and small group interventions has significantly negatively impacted our students foundational skills. According to FCRR, a well designed literacy plan will strengthen student achievement outcomes.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

In analyzing the 2023 FAST data and historical ESSA data, student lack core instruction. According to Hattie (2012) & Fisher, Frey, & Hattie (2016), systematic and explicit teaching that is aligned to the standards and provides specific feedback will help our students master challenging content as outlined in our state standards. Teaching in this manner will also address the key Tier 1 instructional issues that are preventing our students, particularly our underperforming ESSA categories observed with our SWDs and our ELL students- from meeting the higher academic achievement levels that we know they are capable of achieving with the proper level of instruction and support.

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.

Literacy leadership team creates a plan for implementation and data collection.
1. Develop School-Based Decision Tree Matrix
2. Student Data Folders and Conferencing
3. Writing Rubrics
4. Student Discourse
5. Embed pre-requisite skills into grade-level content

Person Responsible: Tasheba Sheppard (tsheppard@ecsdfl.us)

By When: April 2024

Determine professional development and set a timeline.

Including but not limited to: GLAD Vocabulary; Aggressive Monitoring; Junior Great Books; Writing (RACES); Writing (Expository and Argumentative); Response to Intervention/Multi-Tiered Systems of Support.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: December 2023

The leadership team will conduct classroom walks based on the tiered support systems plan to monitor the implementation of the professional development and planning outcomes. The leadership team will utilize the GBF Waterfall and provide feedback to teachers. The leadership team will determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: on going throughout the 23-24 school year

Planning will occur with Gen-Ed teachers, ESE inclusion, and ESOL teachers on a weekly basis. STO Coaches and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: Weekly throughout the 23-24 school year

Incorporate supplemental materials/resources within the Core and Tier to meet the needs of the students and benchmark standards including but not limited to: Junior Great Books, Measure Up, Magnetic Books.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: January 2024

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, instructional strategies, writing integration, and student discourse. The coaching will be monitored by the School Leadership Team and the STO team to determine the on-going coaching cycle.

Person Responsible: Dawn Turley (dturley@ecsdfl.us)

By When: on going throughout the 23-24 school year

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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

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 ELA proficiency rate was 72.7% on the Spring 2023 STAR Early Literacy Assessment.
First grade ELA proficiency rate was 40% on the Spring 2023 STAR Early Literacy Assessment.
Second grade ELA proficiency rate was 31.6% on the Spring 2023 STAR Reading Assessment.

Students who score at the 40th percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2023-2024 indicates a need to
1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:
Third grade ELA proficiency rate was 20.7% on the 2023 FAST.
Fourth grade ELA proficiency rate was 32.4% on the 2023 FAST.
Fifth grade ELA proficiency rate was 32.8% on the 2023 FAST.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:
Economically Disadvantaged 28%
ELL 26.3%
Students with Disabilities 26.1%
African American 23.7%
Hispanic 27.9%
White 33.3%

The number of students who were not considered proficient at the end of 2023-2024 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase from 40% in 1st grade, and 31.6% in 2nd grade on FAST-STAR 2023 to 50% on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

ELA proficiency will increase from 20.7% in 3rd grade, 32.4% in 4th grade, and 32.8% in 5th grade on the 2023 FAST PM3 to 50% or higher in each grade on the 2024 FAST PM3.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on FAST PM3 2024.

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.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

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

Turley, Dawn, dturley@ecsdfl.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?

Oakcrest uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)
The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida' s definition of evidence-based.The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.
In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.
Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student 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 use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.
A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.
Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Action Step 1: Literacy Leadership- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide professional development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve. Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support. Action Step 3: Assessment Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring. Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.	Turley, Dawn, dturley@ecsdfl.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 Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

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))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Academic Family Nights are scheduled to build the capacity of families in Literacy, Math and Science. Teachers will share strategies which can be used at home. Teachers send information home to parents on a regular basis regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.

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))

Strategy 1: Implement a schoolwide literacy plan on an area of focus (i.e. schoolwide model for a small group routine for Tier II students, schoolwide vocabulary initiative, daily writing across the curriculum, independent reading etc.)

Strategy 2: Strengthen Tier I instructional delivery through use of the ELA, Math, Science Frameworks and supplemental resources to meet the state benchmarks.

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))

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

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))

The leadership will establish school-wide protocols for attendance. The protocols will be monitored by data review and class walks. Teachers and students will receive feedback about attendance on a weekly basis.

The school counselor will meet with students who are identified in the Early Warning Signs to address specific needs. The counselor and community liaison will provide community resources to families to support students.

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))

NA

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).

RTI/MTSS Coordinator will meet with teachers to identify students who need additional support (academically) and create a plan for support.
PBIS Coordinator and school counselor will meet with teachers to identify and create a plan to support behavioral needs of students.

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))

Staff will participate in various professional learning opportunities including:
Junior Great Books (Grades 2-5 ELA teachers)
GLAD (Guided Language Acquisition Design) - All teachers have access to an online module for Accelerating Vocabulary for our ESOL and low language students.
RTI - Four leadership team members will attend the RTI at Work conference in Orlando to develop a school-wide program for RTI.
Weekly Planning with STO and Building Coaches - All teachers will engage in weekly planning to dive deep into the benchmarks, instructional strategies, resources, assessment, interventions to support students.
Writing Professional Learning - All teachers will engage in professional learning for writing (short answer responses and expository/argumentative writing) with Literacy Coach and District.

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))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.
Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				$202,602.02
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	0391 - Oakcrest Elementary School	UniSIG		$2,377.21
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Measure Up Supplemental ELA textbooks to support small group instruction in 3-5 (128 books x $14.95 per student book) (15 teacher editions x $16.50 per book) 10% Shipping			
	5100	520	0391 - Oakcrest Elementary School	UniSIG		$10,032.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Magnetic Reading Supplemental ELA textbooks to support the Intervention block in K-5 550 student books x $15 per workbook = $8250 29 teacher Editions x $30 per edition=$870 10% shipping			
	5200	510	0391 - Oakcrest Elementary School	UniSIG		$3,000.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Science Supplies to support benchmark aligned instruction in K-5 classrooms (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)			
	5100	519	0391 - Oakcrest Elementary School	UniSIG		$2,000.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Ink to support benchmark aligned instruction.			
	5100	510	0391 - Oakcrest Elementary School	UniSIG		$6,348.38
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Office supplies to support benchmark-aligned instruction (Chart paper, paper, pencils, notebooks ,staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)			
	6300	750	0391 - Oakcrest Elementary School	UniSIG		$1,000.00

			Notes: Oakcrest ES UniSIG: SIP Focus 2 Planning for Long Term substitutes to attend planning with school based administration and School Transformation Instructional Coaches			
	5100	520	0391 - Oakcrest Elementary School	UniSIG		$2,377.21
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Measure Up Supplemental Math textbooks to support small group instruction in 3-5 (128 books x $14.95 per student book) (15 teacher editions x $16.50 per book)			
	5100	100	0391 - Oakcrest Elementary School	UniSIG	1.0	$5,186.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Pre-Approved* Salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I) *Pre-Approval came from BSI in May 2023			
	5100	210	0391 - Oakcrest Elementary School	UniSIG	1.0	$704.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Retirement for salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I			
	5100	220	0391 - Oakcrest Elementary School	UniSIG	1.0	$397.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Social Security for salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I			
	5100	230	0391 - Oakcrest Elementary School	UniSIG	1.0	$765.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Health for salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I			
	5100	230	0391 - Oakcrest Elementary School	UniSIG	1.0	$13.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Life for salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I			
	5100	235	0391 - Oakcrest Elementary School	UniSIG	1.0	$17.00
			Notes: Oakcrest ES: UniSIG: SIP Focus 2 Dental for salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I			
	5100	240	0391 - Oakcrest Elementary School	UniSIG	1.0	$62.00
			Notes: Oakcrest ES: UniSIG: SIP Focus 2 Workers Comp for salary for a supplemental teacher position for 4th grade. Split funded with Title I (.1 from UniSIG and .9 from Title I			
	5100	510	0391 - Oakcrest Elementary School	UniSIG		$20,520.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Supplemental ELA materials to support the K-2 ELA classroom 6 kits x 3 grade levels x $1140 10% shipping			
	5100	520	0391 - Oakcrest Elementary School	UniSIG		$4,457.64
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Supplemental Jr. Greatbooks NonFiction and Fiction workbooks to support ELA benchmark-aligned instruction (2 4th grade Nonfiction bundles x $350.95 = $701.90 (10 teacher Fiction Editions x $107.95 = $1080 (19 packs (10 books per pack) for 3rd and 4th Fiction x $119.50 = $2,270.50 10% shipping 10% shipping			
	6400	210	0391 - Oakcrest Elementary School	UniSIG		$2,507.73

			Notes: Oakcrest ES: UniSIG: SIP Focus 2 Retirement for stipend to attend the GLAD (Language Acquisition) professional development training 40 staff x 14 hours x $33 per hour x .1357			
	6400	220	0391 - Oakcrest Elementary School	UniSIG		$1,413.72
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Social Security for stipend to attend the GLAD (Language Acquisition) professional development training 40 staff x 14 hours x $33 per hour x .0765			
	6400	100	0391 - Oakcrest Elementary School	UniSIG		$18,480.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Stipend to attend the GLAD (Language Acquisition) professional development training 40 staff x 14 hours x $33 per hour			
	6400	240	0391 - Oakcrest Elementary School	UniSIG		$221.76
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Workers Comp for stipend to attend the GLAD (Language Aquisition) professional development training 40 staff x 14 hours x $33 per hour			
	6400	330	0391 - Oakcrest Elementary School	UniSIG		$7,177.00
			*Notes: Oakcrest ES: UniSIG: SIP Focus 2 Response to Intervention Solution Tree Conference (December 5-7, 2023 in New Orleans, LA.) * The Response to Intervention Solution Tree Conference on October 23-24, 2023 in Orlando, FL are sold out. 4 teachers x $749 = $2996 Hotel: 4 rooms x 3 nights x $244 per night = $2928 Food: (1 breakfast ($6) + 4 lunches ($11 per lunch) + 3 dinners ($19 per dinner) x 4 people = $308 Parking: 1 car x 3 days x $30 per day= $105 Gas: 1 car x $240 =$240 Car Rental: 1 car x $150 per day x 4 days = $600*			
	6300	100	0391 - Oakcrest Elementary School	UniSIG		$72,808.00
			Notes: Oakcrest ES UniSIG: SIP Focus 1 and 2: Stipend for planning with administration, school-based instructional coaches, and School Transformation instructional coaches 34 teachers x 2 days per week x 4 weeks per month x 8 months x $33 per hour			
	6300	210	0391 - Oakcrest Elementary School	UniSIG		$9,744.35
			Notes: Oakcrest ES UniSIG: SIP Focus 1 and 2: Retirement for stipend for planning with administration, school-based instructional coaches, and School Transformation instructional coaches 34 teachers x 2 days per week x 4 weeks per month x 8 months x $33 per hour x .1357			
	6300	220	0391 - Oakcrest Elementary School	UniSIG		$5,493.32
			Notes: Oakcrest ES UniSIG: SIP Focus 1 and 2: Social Security for stipend for planning with administration, school-based instructional coaches, and School Transformation instructional coaches 34 teachers x 2 days per week x 4 weeks per month x 8.5 months x $33 per hour = $76,296 x .0765			
	6300	240	0391 - Oakcrest Elementary School	UniSIG		$861.70
			Notes: Oakcrest ES: UniSIG: SIP Focus 1 and 2: Workers Comp for stipend for planning with administration, school-based instructional coaches, and School Transformation instructional coaches 34 teachers x 2 days per week x 4 weeks per month x 8.5 months x $33 per hour = $76,296 x .012			
	5100	649	0391 - Oakcrest Elementary School	UniSIG		$22,638.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2: Promethean boards to support student engagement during benchmark-aligned instruction 20 boards x $1029 = $20,580 10% shipping			

	5100	644	0391 - Oakcrest Elementary School	UniSIG		$2,000.00
			Notes: Oakcrest ES UniSIG: SIP Focus 2 Hardware for Promethean boards.			
3	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$202,602.02**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No