

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: OAKCREST ELEMENTARY SCHOOL

District Name: Escambia

Principal: Denny Wilson

SAC Chair: Arlene Jackson

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Denny M. Wilson, Sr.	Bachelor of Social Work, University of Alabama Master of Divinity, New Orleans Baptist Theological Seminary Specialist In Educational Leadership, University Of West Florida Certified in Guidance and Counseling; School Social Work; and School Principal	6	10	2011-2012 School Grade = B AYP = District Waiver 2010-2011 School Grade = A AYP = 87% met 2009-2010 School Grade = C AYP = 82% met 2008-2009 School Grade = D AYP = 82% met 2007-2008 School Grade = D AYP = 79% met 2006-2007 School Grade = D AYP = 82% met

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Makeysa Rhymer	MA=Reading, BA=Special Education, University of West Florida	11	8	<p>2011-2012 - Oakcrest Elem. B 41% Proficient in Reading 60% Students making Annual Learning Gains 69% Lowest 25% making Annual Learning Gains</p> <p>2010-2011 - Oakcrest Elem. A 68% Proficient in Reading 66% Students making Annual Learning Gains 57% Lowest 25% making Annual Learning Gains</p> <p>2009-2010 - Oakcrest Elem. C 56% Proficient in Reading 59% Students making Annual Learning Gains 59% Lowest 25% making Annual Learning Gains</p> <p>2012 Oakcrest Elem. AYP = District Waiver Total = 41% White = N/A Black = 33% Hispanic = NA Asian = NA Native American = NA Economically Disadvantaged = 41% English Language Learners = NA Students with Disabilities = 11%</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Hire In-Field Teachers. Assign consulting teacher (CT) for first year teachers. Assign veteran teachers to experienced teachers new to the school work site (mentors/buddy). Utilize START teachers.	Principal	On-going	
2	Regular meetings of new teachers with Principal, Reading Coach, and Curriculum Coordinator	Principal	On-going	
3	Partnering new teachers with veteran teachers	Principal	On-going	N/A

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Cathy Caver is currently teaching ESE Pre-K and is the only NON-Highly Qualified Instructor at Oakcrest Elementary. The percentage of instructional staff teaching out-of-field is 3%(1).	Cathy Caver will be taking the ESE Pre-K certification test this school year. Cathy has been approved by the Escambia County School Board to teach out of field.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	12.2%(6)	34.7%(17)	28.6%(14)	24.5%(12)	34.7%(17)	100.0%(49)	10.2%(5)	0.0%(0)	20.4%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Oakcrest Elementary Mentor: Brittany Foster START Consulting Teacher: Dr. Janet Pennewell	Tomie Leonard	Same Grade Level 1st Year Teacher Common Planning Compatibility	Great Beginnings Observation Opportunities Weekly Meetings Assist with Training/In-service Participation in the START program
Oakcrest Elementary Mentor: Julie Towal START Consulting Teacher: Dr. Janet Pennewell	Shelby Hatten	Same Grade Level 1st Year Teacher Common Planning Compatibility Proximity of Classrooms	Great Beginnings Observation Opportunities Weekly Meetings Assist with Training/In-service Participation in the START program
Oakcrest Elementary Mentor: Catherine Andrews START Consulting Teacher: Cathy Roche	Anna Beth Baden	Same Program (ESE) Compatibility	Great Beginnings Observation Opportunities Weekly Meetings Assist with Training/In-service Participation in the START program
Oakcrest Elementary Mentor: Theresa Anderson START Consulting Teacher: To Be Assigned	Moneka Grace	Same Grade Level 1st Year Teacher Common Planning Compatibility	Great Beginnings Observation Opportunities Weekly Meetings Assist with Training/In-service Participation in the START program
Oakcrest Elementary Mentor: Susan Anderson START Consulting Teacher: To Be Assigned	Cynthia Gulley	Same Grade Level 1st Year Teacher Common Planning Compatibility	Great Beginnings Observation Opportunities Weekly Meetings Assist with Training/In-service Participation in the START program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted by hiring: Family and Community Liaison, Reading Coach, and a part-time Technology Coordinator. Funds are also utilized to enhance services provided to students with the purchase of needed computer hardware/software, quality Pre-Kindergarten programs, as well as Supplemental Educational Services.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 13 Migrant students at Oakcrest Elementary. We are providing the following services to these students: health related referrals, health screenings, school supplies, supplemental clothing, nutrition, and referrals to other social services.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Center and we serve 38 children in Grades K-5.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. . At Oakcrest Elementary we have identified 64 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies are used for:

funding for student mentor program, and classroom supplies/materials.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district will launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

Head Start has one building, 6 teachers, and 40 students on our campus, but it is a self-contained program. There is no affiliation with Oakcrest Elementary, other than location.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

N/A

Job Training

N/A

Other

Oakcrest Elementary receives money from grants written for the school garden, reading incentives, and positive behavior support.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team at Oakcrest Elementary consists of the following individuals: Denny Wilson -Principal, Makeysa Rhymer - Reading Coach, Catherine Andrews - ESE Teacher, Virginia Davis - Speech Teacher, Kelly Low-School Psychologist, Theresa Anderson - Kindergarten, Brittany Foster - 1st Grade, Julie Towal - 2nd Grade, Susan Anderson - 3rd Grade, Amanda Paulin, Sara Rabb - 4th Grade, Deirdre Ryan - 5th Grade, and Linda Bonifay - Curriculum Coordinator.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Denny Wilson, Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, and communicates with parents regarding school-based RtI plans and activities.

Makeysa Rhymer, Facilitator (Reading Coach): Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Catherine Andrews, ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher.

Linda Bonifay, Curriculum Coordinator: Identifies systematic patterns of student needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with screening programs that provide early intervening services for children considered at risk; assists with monitoring at risk students, data collection, and data analysis; and provides support for assessment and implementation.

Kelly Low, School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Virginia Davis, Speech Teacher: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of student needs with respect to language.

Meetings - The RtI team will meet monthly, or as needed, to deal with problem solving issues and response to intervention.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI team will provide data for the SIP that correlates with problem solving and response to intervention strategies. This data will be used to write goals for: Reading, Math, Science, Writing, Attendance, and Suspension.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data sources used to summarize data at each tier will include, but is not limited to the following: FCAT, FAIR, DRA, Grades, Attendance, School Psychological Testing, Chapter/Unit Tests, Go Math!, Successmaker, STAR, and Discipline data.

Describe the plan to train staff on MTSS.

Professional development in the problem-solving process, elements of the tiers, and data collection/graphing will be provided by Makeysa Rhymer and Virginia Davis for all employees on September 12, 2012. Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meeting.

Describe the plan to support MTSS.

Support for the Multi-Tiered System will come from the RTI Leadership Team at Oakcrest Elementary consisting of the following individuals: Denny Wilson -Principal, Makeysa Rhymer - Reading Coach, Catherine Andrews - ESE Teacher, Virginia Davis - Speech Teacher, Kelly Low-School Psychologist, Theresa Anderson - Kindergarten, Brittany Foster - 1st Grade, Julie Towal - 2nd Grade, Susan Anderson - 3rd Grade, Amanda Paulin, Sara Rabb - 4th Grade, Deirdre Ryan - 5th Grade, and Linda Bonifay - Curriculum Coordinator.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Oakcrest Elementary literacy team consists of the following members:
Denny Wilson, Deirdre Ryan, Amanda Paulin, Leigh Ann South, Susan Anderson, Makeysa Rhymer, Jennifer Beal, Theresa Anderson, Brittany Foster, Julie Towal, and Sara Rabb.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The literacy team meets monthly and reviews data from FCAT, DRA, FAIR, FCAT Simulations and other sources to monitor student progress. This data will be used to assist in differentiating instruction to meet the needs of our students. The Literacy team has four goals: (1) promote wide reading (educate staff and implement A.R. program); (2) increase higher order thinking (focus on higher order questioning, improving written responses and student engagement); (3) Increase professional knowledge - implement book studies (4) Increase parent knowledge of how to help their children at home.

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

The major initiative of this school year is to increase student achievement and increase the number of students scoring at or above the proficiency level.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 8/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Pre-K students are currently served through Voluntary Pre-K, Escambia County Readiness Coalition, and the District center Pre-K facility. Oakcrest Elementary currently has two ESE Pre-K classes, and two general education Pre-K classes. An orientation for all Pre-k students is scheduled for the beginning of the school year. We will work with the Pre-K program to provide our students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the year.

Prior to the beginning of the school year, kindergarten teachers will conference with parents on expectations and curriculum for the upcoming year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A. Oakcrest is an elementary school serving students in pre-k through fifth grade.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A. Oakcrest is an elementary school serving students in pre-k through fifth grade.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A. Oakcrest is an elementary school serving students in pre-k through fifth grade.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A. Oakcrest is an elementary school serving students in pre-k through fifth grade.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	We will increase the number of students achieving proficiency/level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 3rd Grade - 33% (23), 4th Grade - 31% (18), 5th Grade - 26% (17)	In 2013, 3rd Grade - 50% 4th Grade - 50% 5th Grade - 50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students at level 1.	We will increase the number of students achieving proficiency/level 3.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0
2	Number of students at level 1	Tutoring/Ability Grouping/Departmentalize	Teachers Coaches	Observation/ Assessments	Simulation Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	We will increase our number of students scoring at or above
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Reading Goal #2a:		Achievement Level 4 by 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2010, 3rd Grade - 16%(11), 4th Grade - 15%(10), 5th Grade - 10%(5) In 2011, 3rd Grade - 19%(13), 4th Grade - 17%(10), 5th Grade - 26%(17) In 2012, 3rd Grade - 19%(11), 4th Grade - 13%(6), 5th Grade - 23%(12)		In 2013, 3rd Grade - 20%, 4th Grade - 14%, 5th Grade - 24%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students at level 1.	We will increase the number of students achieving proficiency/level 4.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0
2	High number of students at level 1	Ability group and departmentalize	Classroom Teacher Reading Teacher Reading Coach	Observation/ Assessment	Simulation Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Oakcrest Elementary will increase the percentage of students making learning gains in reading to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, 59% (72) of students made learning gains in reading. In 2011, 66% (119) of students made learning gains in reading. In 2012, 60% (61) of students made learning gains in reading.	In 2013, at least 65% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of students making learning gains.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0
2	High number of students scoring at levels 1 and 2.	FAIR Testing Differentiated Instruction Tutoring Disaggregate Data	Principal Reading Coach Teachers	Classroom Walk-through, Disaggregate Data	FCAT Reading results, FAIR, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Oakcrest will increase percent of our students making learning gains in the lowest 25% in reading to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, 60% of students in the lowest 25% made learning gains in reading. In 2011, 57% (26) of students in the lowest 25% made learning gains in reading. In 2012, 69%(21) of students in the lowest 25% made learning gains in reading.	In 2013, Oakcrest will increase percent of our students making learning gains in the lowest 25% in reading to 72%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of students in the lowest 25% making learning gains.	Principal, Curriculum Coordinator, Reading Coach,	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0

			Classroom Teachers		
2	Implementation of Differentiated Instruction	FAIR Testing Tutoring Disaggregate Data	Principal, Curriculum Coordinator, Reading Coach, Teachers	Classroom Walk-through, Disaggregate Data	FCAT Reading results, classroom assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by six(6) percentage points over the course of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	53	58	63	67	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	At Oakcrest Elementary the reading proficiency for black students will increase by a minimum of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010, 42% (52) black students scored above grade level in reading. 2011, 41% (45) black students scored above grade level in reading. 2012, 38% (44) black students scored above grade level in reading.	Increase the number of black students scoring at or above grade level in reading by 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of learning gains among ethnic students.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers, ESOL Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0, CELLA
2	Implementation of Differentiated Instruction	FAIR Testing, Tutoring, Disaggregate Data	Principal, Reading Coach, Teachers	Classroom Walk-through	FCAT Reading Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English Language Learners (ELL) will increase the percentage of students making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (3) of ELL students scored satisfactory on the FCAT 2.0.	In 2013, English Language Learners (ELL) will increase the percentage of students making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of time the student is in the ELL program.	We will increase the number of learning gains among English Language Learner (ELL) students.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers, ELL Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0, CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At Oakcrest Elementary the reading proficiency for Students with Disabilities will increase by a minimum of 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010, 28% (14) of Students with Disabilities scored at or above grade level. 2011, 19% (9) of Students with Disabilities scored at or above grade level. 2012, 11% (6) of Students with Disabilities scored at or above grade level.	In 2013, we will increase the number of Students with Disabilities scoring at or above grade level in reading by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of Students with Disabilities making learning gains.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0
2	Implementation of Differentiated Instruction	FAIR Testing, Tutoring, Disaggregate Data	Principal, Reading Coach, Teachers	Classroom Walk-through, Assessment Data	FAIR Testing, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At Oakcrest Elementary the reading proficiency for Economically Disadvantaged students will increase by a minimum of 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010, 49% (88) students scored at or above grade level in reading. 2011, 52% (77) students scored at or above grade level in reading. 2012, 41% (65) students scored at or above grade level in reading.	The reading proficiency for Economically Disadvantaged students will increase by a minimum of 3 percentage points.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	School Mobility Rate,High Number of Absences,Tardies, and Early Check-outs	We will increase the number of Economically Disadvantaged students making learning gains.	Principal, Curriculum Coordinator, Reading Coach, Classroom Teachers	Simulation Tests, Classroom Assessments,Classroom Walk-through	FCAT 2.0
2	Implementation of Differentiated Instruction	FAIR Testing Tutoring Disaggregate Data	Principal Reading Coach Teachers	Classroom Walk-through, Assessments, Disaggregate Data	FAIR Test, Assessments, FCAT results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dr. Beverly Tyner Small Group Instruction Model	K-5	Dr. Tyner, Reading Coach	Instructional Personnel	8/25/12- 6/1/13	Classroom Walkthrough, Grade level Meetings	Principal, Reading Coach

Reading Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Dr. Beverly Tyner Training	Modeling, materials	Title I	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Finish Strong	Resources, materials, Stipends	District, Title I	\$3,400.00
			Subtotal: \$3,400.00
			Grand Total: \$8,400.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase the number of students scoring proficient in listening/speaking on the CELLA assessment.
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2012 Current Percent of Students Proficient in listening/speaking:

In 2011, Kindergarten-12.5%(1), 1st Grade-75%(9), 2nd Grade-83%(5), 3rd Grade-80%(4), 4th Grade-67%(4), 5th Grade-60%(3) scored proficient in listening/speaking on the CELLA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	Increase the number of students scoring proficient in listening/speaking on the CELLA assessment.	Principal, Curriculum Coordinator, ELL Teacher	Simulation Tests, ELL Classroom Assessments, Classroom Walk-through	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Increase the number of students scoring proficient in reading on the CELLA assessment.
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2012 Current Percent of Students Proficient in reading:

In 2011, Kindergarten-0%(0), 1st Grade-33%(4), 2nd Grade-83%(5), 3rd Grade-20%(1), 4th Grade-17%(1), 5th Grade-20%(1) scored proficient in reading on the CELLA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	Increase the number of students scoring proficient in reading on the CELLA assessment.	Principal, Curriculum Coordinator, ELL Teacher	Simulation Tests, ELL Classroom Assessments, Classroom Walk-through	CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Increase the number of students scoring proficient in writing on the CELLA assessment.
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2012 Current Percent of Students Proficient in writing:

In 2011, Kindergarten-0%(0), 1st Grade-33%(4), 2nd Grade-67%(4), 3rd Grade-20%(1), 4th Grade-17%(1), 5th Grade-40%(2) scored proficient in writing on the CELLA assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	Increase the number of students scoring proficient in writing on the CELLA assessment.	Principal, Curriculum Coordinator, ELL Teacher	Simulation Tests, ELL Classroom Assessments, Classroom Walk-through	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	At Oakcrest Elementary the math proficiency will increase by a minimum of 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-3rd Grade - 35% (25),4th Grade - 23% (15),5th Grade - 15% (8) 2011-3rd Grade - 35% (25),4th Grade - 23% (15),5th Grade - 15% (8) 2012-3rd Grade - 40%(28),4th Grade - 29%(17),5th Grade - 17%(11).	2013-3rd Grade - 42%,4th Grade - 31%,5th Grade - 19%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students at level 1.	We will increase the number of students achieving proficiency/level 3.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments,Classroom Walk-through	FCAT 2.0
2	The number of students at level 1.	We will increase the number of students achieving proficiency/level 3.	Principal, Curriculum Coordinator, Classroom Teacher	Simulation Tests, Classroom Assessments,Classroom Walk-through	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement	
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Level 4 in mathematics. Mathematics Goal #2a:	We will increase our number of students achieving above proficiency by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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2010 - 3rd Grade - 31% (22), 4th Grade - 11% (7), 5th Grade - 11% (6) 2011 - 3rd Grade - 27% (19), 4th Grade - 40% (24), 5th Grade - 23% (15) 2012 - 3rd Grade - 40%(28), 4th Grade - 29%(17), 5th Grade - 17%(11)	2013 - 3rd Grade - 42%, 4th Grade - 31%, 5th Grade - 19%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students at level 1.	We will increase the number of students scoring at or above achievement level 4.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0
2	The number of students at level 1.	We will increase the number of students scoring at or above achievement level 4.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	We will increase the percentage of students making Learning Gains in Math by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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2010-49% (60) students made Learning Gains in Math 2011-80% (145) students made Learning Gains in Math 2012 -65% (63) students made Learning Gains in Math	In 2013, we will increase the percentage of students making Learning Gains in Math to 67%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of students making learning gains.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	We will increase the percentage of students making learning gains in the Lowest 25% in Math to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-50% students achieved learning gains for the Lowest 25% in math. 2011-63% (28) students achieved learning gains for the Lowest 25% in math. 2012-61% (18) students achieved learning gains for the Lowest 25% in math.	2013 - We will increase the percentage of students making learning gains in the Lowest 25% in math to 65% .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of students in the lowest 25% making learning gains.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in math by five(5) percentage points over the course of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	57	61	65	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	At Oakcrest Elementary the students scoring at or above math proficiency for black students will increase by a minimum of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50%(57) black students scored at or above proficiency in math.	Increase the number of black students scoring at or above proficiency in math by 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate, High Number of Absences, Tardies, and Early Check-outs	We will increase the number of learning gains among ethnic students.	Principal, Curriculum Coordinator, Classroom Teachers, ESOL Teachers	Simulation Tests, Classroom Assessments, Classroom Walk-through	FCAT 2.0, CELLA
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	English Language Learners (ELL) will increase the percentage of students making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 55%(6) of ELL students scored satisfactory on the FCAT 2.0.	In 2013, English Language Learners (ELL) will increase the percentage of students making satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	At Oakcrest Elementary 36% of our Students with Disabilities will score at or above grade level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010- Met AYP in Math 2011 - 26%(13)scored at or above grade level in Math. 2012 - 21%(11)scored at or above grade level in Math.	2013 - 36% will score at or above grade level in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate,High Number of Absences,Tardies, and Early Check-outs	We will increase the number of Students with Disabilities making learning gains.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments,Classroom Walk-through	FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	We will increase the percentage of Economically Disadvantaged students scoring at or above grade level in Math to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010 - 48%(59) students achieved proficiency in math. 2011 - 58%(86) students achieved proficiency in math. 2012 - 53%(85) students achieved proficiency in math	In 2013 - 60% of Economically Disadvantaged students will score at or above grade level in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Mobility Rate,High Number of Absences,Tardies, and Early Check-outs	We will increase the number of Economically Disadvantaged students making learning gains.	Principal, Curriculum Coordinator, Classroom Teachers	Simulation Tests, Classroom Assessments,Classroom Walk-through	FCAT 2.0

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Math Common Core Standards	K-5	Math Leadership Team	School wide	Grade level meetings, Teacher Planning Days	Grade Level Meetings, Classroom Walk Through	Principal, Curriculum Coordinator, Math Leadership Team
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Finish StronG	Resources, materials, stipends	District, Title I	\$3,400.00
			Subtotal: \$3,400.00
			Grand Total: \$3,400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Increase the percentage of students achieving proficiency/level 3 in science. All 5th grade students will participate in the "I Love Science" program.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
2010, 25% (13) students achieved proficiency in science. 2011, 21% (14) students achieved proficiency in science. 2012, 32% (20) students achieved proficiency in science.		In 2013 we will increase by 2% the percentage of students scoring proficiency.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	Departmentalize for 5th grade science	Principal, Science Teacher, Resource Teachers	Classroom Walk-throughs, Simulation Tests, Classroom Assessments	FCAT Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving at or above achievement level 4 in science will increase by 2 percentage points. All 5th grade students will participate in the "I Love Science" program.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010, 2%(2)students achieved at or above achievement level 4 in science 2011, 17%(11)students achieved at or above achievement level 4 in science 2012, 16%(10)students achieved at or above achievement level 4 in science	In 2013 we will increase by 2% the percentage of students scoring at or above achievement level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	Departmentalize at 5th grade	Principal, Science Teacher, Resource Teacher	Classroom Walk-through, Simulation Tests, Classroom Assessments	FCAT Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Oakcrest will have less than 10 students taking the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Strategies	2-5	John Herber	2nd-5th	Teacher Planning Day October 19	Classroom Walkthrough, Grade Level Meetings	Principal, Curriculum Coordinator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	80% of fourth grade students will score at a proficient level on FCAT Writing using the school grade criteria.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
2010, 85% (62) of all curriculum students achieved level 3 or higher using the school grade criteria and 47% achieved level 4 or higher. 2011, 87% (61) of all curriculum students achieved level 3 or higher using the school grade criteria and 67% achieved level 4 or higher. 2012, 65% (42) of all curriculum students achieved level 3 or higher using the school grade criteria and 6% achieved level 4 or higher.	At Oakcrest Elementary 80% of students in the fourth grade will achieve at a proficient level using the school grade criteria.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive Number of Absences Excessive Number of Tardies	Analyze attendance data Teach writing daily Departmentalize	Principal Writing Teacher Resource Teacher Classroom Teacher	Escambia Writes Classroom Data Simulation Tests	FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Oakcrest Elementary will not have any students taking the Florida Alternate Assessment for Writing.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	Oakcrest Elementary will not have any students taking the Florida Alternate Assessment for Writing.				

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
						Principal,

Step up to Writing	K-5	Writing Teacher	School wide	Teacher Planning Days	Classroom Walkthrough	Curriculum Coordinator, Writing Teacher
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Release time for teachers to score writing prompts	Substitute teachers	Title I	\$400.00
			Subtotal: \$400.00
			Grand Total: \$400.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase the Average Daily Attendance to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current Average Daily Attendance is 94%.	We will increase the Average Daily Attendance to 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Current Number of Students with Excessive Absences is 99.	We will reduce the Number of Students with Excessive Absences by 1%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Current Number of Students with Excessive Tardies is 95.	We will reduce the Number of Students with Excessive Tardies by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of good Parent Contact Numbers	Increase Attendance Awards and frequency of awards	Principal, Curriculum Coordinator, Office Staff, Parent Liaison, PBS Team	Attendance Sheet to verify a decrease in absences	Attendance Roster
2	Student drop off without supervision/number of out of district students	Decrease tardies and early checkouts with new tardy/check-out school policy	Principal, Curriculum Coordinator, Office Staff, Parent Liaison, PBS Team	Sign in/out sheet to verify a decrease in tardies and early check-outs	Tardy/Checkout Roster

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review and Modification of Absent/Tardy Policy	Pre-K - 5th Grade	Principal, Curriculum Coordinator, Office Staff	School-wide	Pre-school and as needed	Attendance Sheet Tardy Sheet	Principal, Curriculum Coordinator, Office Staff

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Average Daily Attendance	Student Incentives	Positive Behavior Funds	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	We will decrease the number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
At Oakcrest Elementary we documented 0 In-school Suspensions.	We will utilize In-School Suspension if necessary.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
At Oakcrest Elementary we had 0 students placed in In-School Suspension.	We will utilize In-School Suspension if necessary.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
At Oakcrest Elementary we documented 48 Out of School Suspensions.	We will reduce the number of Out of School Suspensions by 10%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
At Oakcrest Elementary we documented 27 students with Out of School Suspensions.	We will reduce the number of students with Out of School Suspensions by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of parents refusing detention and requesting suspension	Positive Behavior Plan Implemented with fidelity	PBS Team, Principal, Curriculum Coordinator	RTi: B Data, PBS Ticket Count	RTi: B Data TERMS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Plan	Pre-k - 5th Grade	PBS Team	School-wide	Pre-school days, Monthly grade level meetings	Monthly grade level meetings, Teacher Planning Days, Semester Planning Day	Principal, Curriculum Coordinator, PBS Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Oakcrest Elementary School will conduct parent involvement activities during the 2012-2013 school year that will promote the active involvement of the parent in their student's learning.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
During the 2011 - 2012 school year Oakcrest provided a minimum of ten parent involvement activities. Through our youth athletic/mentoring program 20%(100) of our students/parents participated in flag football/cheer-leading and 43%(220)participated in basketball/cheer-leading.		Oakcrest Elementary School will provide at least 10 parental involvement activities and expand our youth athletic program during the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vary the time of day for Parental Involvement Activities to accommodate parent work schedules. Due to invalid phone numbers it is hard to notify parents of activities.	Each grade level will conduct a parent involvement activity. We will utilize magnetic signs attached to our school buses during the a.m. and p.m. routes to notify parents of activities at Oakcrest	Mr. Wilson, Mrs. South, Ms. Bonifay, Mrs. Rhymer Classroom teachers, and Special Area teachers	Feedback from the parents on workshops and programs.	Parental Involvement Sign-in Sheets Registration Forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Pre-school Presentation/ Building Relationships	Pre-k - 5th Grade	Principal, Curriculum Coordinator, PBS Team	School-wide	Pre-school days, Teacher Planning days, Grade Level Meetings	Sign-in Sheets Registration Forms	Principal, Curriculum Coordinator, PBS Team

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
First Flight	Reading Materials, Leveled Reading Books	United Way	\$3,000.00
3rd Grade Family Book Club	One copy of Chapter Book for every 3rd grade family	Community Partner	\$500.00
4th Grade Family Book Club	One copy of Chapter Book for every 4th grade family	Foundation for Excellence	\$500.00
			Subtotal: \$4,000.00
			Grand Total: \$4,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Based on the analysis of school data, we will increase student knowledge by integrating STEM through 10 cooking and science lab activities.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited number of club days in school calendar	Increase student knowledge by integrating STEM through 10 cooking and science lab activities.	Principal, Curriculum Coordinator, Teachers	Application of learned benchmarks/outcomes in to differentiated settings	Classroom Assessment, Observation

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Science, Math, and Technology in the Classroom	2-5	Science/Math Teachers	2nd - 5th Grade Teachers	October 19	Classroom Walkthrough	Principal, Curriculum Coordinator, Science Teacher

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. N/A Goal N/A Goal #1:			N/A		
2012 Current level:			2013 Expected level:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
N/A				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
N/A				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Dr. Beverly Tyner Training	Modeling, materials	Title I	\$5,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
N/A				\$0.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Finish Strong	Resources, materials, Stipends	District, Title I	\$3,400.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Finish StronG	Resources, materials, stipends	District, Title I	\$3,400.00
Science	N/A	N/A	N/A	\$0.00
Writing	Release time for teachers to score writing prompts	Substitute teachers	Title I	\$400.00
Attendance	Increase Average Daily Attendance	Student Incentives	Positive Behavior Funds	\$50.00

Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	First Flight	Reading Materials, Leveled Reading Books	United Way	\$3,000.00
Parent Involvement	3rd Grade Family Book Club	One copy of Chapter Book for every 3rd grade family	Community Partner	\$500.00
Parent Involvement	4th Grade Family Book Club	One copy of Chapter Book for every 4th grade family	Foundation for Excellence	\$500.00
STEM	N/A	N/A	N/A	\$0.00
N/A				\$0.00
				Subtotal: \$11,250.00
				Grand Total: \$16,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
There are no SAC funds for the 2012 - 2013 school year.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

SAC activities include:
 Help advise on the over-all school budget.
 Provide input to the school improvement plan.
 Discussion of school uniforms.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District OAKCREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	76%	86%	59%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	80%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	63% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					555	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District OAKCREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	56%	77%	39%	228	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	49%			108	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	50% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					446	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested