Old Town Elementary School

2015-16 School Improvement Plan

Old Town Elementary School

221 SE 136TH AVE BLDG 1, Old Town, FL 32680

http://dixieschools.dixie.k12.fl.us/otes/default.htm

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	9%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Old Town Elementary School's students, staff and families, are committed to educating the whole child by working in partnership to create a safe, caring, and stimulating learning environment, where children are intellectually challenged in ways appropriate to their individual strengths, needs and experiences.

Provide the school's vision statement

The students, staff and families of Old Town Elementary School are on a quest to develop positive attitudes towards learning. We will prepare students to become responsible citizens and productive members of their communities. By increasing their knowledge and understanding of themselves and their world, they will be prepared for college and future careers.

School Environment

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

The school holds a "Meet Your Teacher" night before school starts for students and their parents to come and meet their teacher. The first weeks of school are used for team-building activities in classrooms. Activities are held in the evenings, throughout the school year, for parents and students to participate in.

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

Supervision is provided for all students before, during and after school. Visitors to school must sign in and receive a visitors pass. Various drills (fire, lock down, tornado, etc.) are held throughout the school year.

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

Rules and consequences are posted in each classroom. Teachers contact parents with letters of concern for minor infractions before referring students to office. Students sent to office are assigned behavior modules to complete on the ABE computer based program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance counselor is available for students to talk with through teacher recommendation and student request. ESE IEP's have social and emotional goals, as well as, academic goals. The school partners with Meridan for counseling off site and Meridan case managers come to school to meet with students.

Early Warning Systems

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

Early warning signals used to identify students in need of help include:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics for students in grades 3-5
Score below 40% on Stanford 10 test for students in grades K-2

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

RTI meetings are held after each universal progress monitoring assessment. At this meeting the lead team and teachers discuss any students who are having academic. behavioral or attendance problems. A plan is then developed for each student. Follow-up meetings are held every 4 weeks to monitor student progress. Letters are sent to parents at the end of every nine weeks for students with excessive absences. If attendance does not improve visits are made by the school resource officer. Parent conferences are held with parents of all students who display any of the early warning indicators. Classroom observations are completed by the district staffing specialist for students who are identified to have behavioral issues. Following the observations behavior plans are set up.

Family and Community Involvement

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

See Title 1 Parent Involvement Plan

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

The SAC includes business members. Local businesses and churches partner with the school to collect and donate school supplies for students throughout the year. Local businesses participate in community helpers days by talking to classes and bringing equipment used in their businesses for students to see.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Tillis, Karen	Principal
Crise, Susan	Instructional Coach
Lord, Chris	Assistant Principal
Sache, Christy	Guidance Counselor

Duties

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

The leadership team meets monthly (or as needed) to discuss and plan upcoming events, as well as, discuss any areas of concern. The leadership team meets on a quarterly basis to discuss the goals of the MTSS/RtI process and make data based decisions. The team is responsible for bringing all stakeholders to the meetings(data chats) such as teachers, counselors, administrators, and district ESE staff. The reading coach provides data to stakeholders for review and discussion. All members of the team discuss the data and determine the next steps. The administration and guidance counselor along with the classroom teacher determine a plan for each student. The grade-level teams are responsible for communicating with parents regarding tiered instruction and interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS/RtI addresses the needs of all students, therefore, the MTSS/RtI problem solving process is the driving force for all academic and behavioral decisions. We evaluate universal assessment data three times a year which guides our budget and professional development needs
Title I provides OTES with funding for one intervention teacher, percentage of the reading coach, and five paraprofessionals. Title 1 funds additional intervention through a district after school tutoring program. Title I assists in getting parental involvement by providing training for parents so that they can assist their children in their education. Title I funds are used to support classroom teachers with

materials such as library books and research-based instructional materials. Title 1 also provides professional development for classroom teachers.

Title II provides researched based professional development during the year to increase student achievement. Title II also provides a teacher at OTES.

Title III services are provided through the district for educational materials and ELL district support.

Title X - Homeless -Under the McKinney-Vento Act, homeless students are identified yearly for additional support from the district. The district works to provide homeless students with materials such as backpacks and school supplies.

Violence Prevention Programs

Bully Intervention Program: The guidance counselor works with grade K-5 to discuss issues associated with bullying.

DARE: The Dixie County Sheriffs office provides an officer to instruct students on the following issues: drugs, abuse, theft, bullying, and fighting. Services under Safe and Drug Free Schools also provide school resource officers as needed at OTES.

Nutrition Programs - OTES has universal free breakfast and lunch. In addition, our district provides the school with a Wellness Plan. The plan has activities and guidance for school parties and healthy snack alternatives. OTES also has PE 5-days a week for increased physical activity.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Karen Tillis	Principal
Vicky Hunt	Teacher
Susan Crise	Teacher
Lisa McMullen	Education Support Employee
Marinda Norton	Parent
Kathy Missildine	Parent
Charles Bechtold	Parent
Jarred Jones	Business/Community
Robert Roux	Business/Community

Duties

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

Evaluation of last year's school improvement plan

SIP was discussed at each SAC meeting. Members were encouraged to offer input and suggestions for revisions to the plan.

Development of this school improvement plan

Data from the previous year was presented to the SAC and members were encouraged to offer suggestions and input on strategies to improve on data.

Preparation of the school's annual budget and plan

SAC members were encouraged to talk with other parents and staff members to obtain input on needs of the school. Members then brought ideas to the SAC to discuss for possible funding.

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

.
There were no expenditures of SIP funds last year.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tillis, Karen	Principal
Crise, Susan	Instructional Coach
Lord, Chris	Assistant Principal
Hunt, Brandy	Teacher, K-12
Jones, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets and reviews school-wide data from Progress monitoring assessments. The team shares concerns and ideas in the area of reading instruction. The members of the LLT share information with other grade level teachers and also serve as role models for literacy activities. The LLT will provide professional development and information for the implementation of the new Florida Standards.

Public and Collaborative Teaching

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

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

Grade level teachers will have planning periods together. Grade levels will have monthly team meetings for planning. Grade level teachers will work together to develop and participate in professional development activities to improve student achievement.

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

Recruitment Fairs sponsored by NEFEC - Administration
Mentor /Teacher Program through school - Administration
Teach in Florida Website - Administration
On site professional development provided to new teachers throughout the year - Administration and Reading Coach
Reading Coach and Mentors - Reading Coach and staff

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

Experienced teachers with effective or highly effective evaluations will be paired with new teachers for mentoring.

Mentoring activities will include observations of both mentor and mentee classrooms, shared planning time for lesson plans and development and open conversations with administration with mentor and mentee present.

Instructional personnel with needs improvement evaluations will be monitored by the principal.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Core instructional programs will be state-adopted programs. Teachers develop curriculum maps for each subject. Fla Standards are noted on lesson plans.

Instructional Strategies

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

RTI meetings with teachers and school leadership team are held after each progress monitoring Assessment. Data is reviewed and RTI plans are written for identified students. Follow-up meetings are held every 4 weeks to review progress of students. Data results are used for instructional planning for small group activities to meet the needs of individual students.

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

Strategy: After School Program

Minutes added to school year: 2,880

All students grades 3-5 who scored below 25% on STAR reading or math will be offered after school tutoring provided by highly qualified teachers for 90 minutes 2 days a week in small groups.

Strategy Rationale

Small group setting will allow teachers to target specific skills for individual students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tillis, Karen, karentillis@dixie.k12.fl.us

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

Data collected from Progress Monitoring assessments(Performance Matters and STAR reading and math) will be used to monitor effectiveness of program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Through VPK, all 4-years olds can attend OTES. Four to five times a year, our district office places articles in the paper to encourage parents to bring their children to school. Children are then screened on entrance so that early intervention can begin. Dixie district schools has waived half-day fees for all 4-year olds in the hope that more students will attend. OTES also accepts 3-year olds when a need for readiness skills is apparent due to any disabilities. Pre K teachers and Lead Aides are given yearly professional development through the Early Learning Coalition or district staff. In addition, yearly meetings occur to discuss vertical alignment of curriculum.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   OTE will increase the percentage of students scoring at or above proficient on the English Language Arts FSA by 5%.

G2.   OTES will increase the percentage of students scoring at level 4 or above on English Language Arts FSA by 5%.

G3.   OTES will increase the number of students scoring at or above Proficient on Math FSA by 5%.

G4.   OTES will increase the percentage of students scoring level 4 or higher by 5% on Math FSA.

G5.   OTES will maintain the percentage of students scoring level 3 on Science FCAT 2.0 at 85%.

G6.   OTES will increase the percentage Students with Disabilities scoring at or above level 3 on English Language Arts FSA by 5%.

G7.   OTES will increase the percent of Students with Disabilities scoring at level 3 and above on Math FSA by 5%.

Strategic Goals Detail

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

G1. OTE will increase the percentage of students scoring at or above proficient on the English Language Arts FSA by 5%. `1a`

🔍 G074281

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	

Resources Available to Support the Goal `2`

- Florida Ready Books
- STAR Reading
- Accelerated Reader
- Study Island
- Performance Matters

Targeted Barriers to Achieving the Goal `3`

- Lack of student motivation
- Lack of high complexity lessons
- Lack of Academic Vocabulary

Plan to Monitor Progress Toward G1. `8`

Progress monitoring assessments - Performance Matters, STAR

Person Responsible
Karen Tillis

Schedule
Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion
Increase in achievement levels of students on progress monitoring assessments

G2. OTES will increase the percentage of students scoring at level 4 or above on English Language Arts FSA by 5%. `1a`

Targets Supported `1b`

`G074282`

Indicator	Annual Target
FSA English Language Arts - Achievement	

Resources Available to Support the Goal `2`

- Above Level texts, CLOSE reads

Targeted Barriers to Achieving the Goal `3`

- Lack of critical thinking activities to promote active student engagement and higher order questioning.

- Lack of enrichment activities for students.

Plan to Monitor Progress Toward G2. `8`

Increase in levels 4 and 5 on FSA

Person Responsible
Karen Tillis

Schedule
On 6/3/2016

Evidence of Completion
Increase in number of levels 4 and 5 on FSA

G3. OTES will increase the number of students scoring at or above Proficient on Math FSA by 5%. `1a`

🔍 G074283

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	

Resources Available to Support the Goal `2`

- Accelerated Math Program
- Math Facts in a Flash
- Study Island
- Florida Ready Books
- AIMS Math Activities

Targeted Barriers to Achieving the Goal `3`

- Lack of retention of math skills and concepts from previous years.
- Lack of differentiated instruction during math classes school-wide.

Plan to Monitor Progress Toward G3. `8`

Increase in percentage of students scoring level 3 on progress monitoring assessments. Number students scoring level 3 on FSA.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student performance on progress monitoring assessments and on FSA

G4. OTES will increase the percentage of students scoring level 4 or higher by 5% on Math FSA. `1a`

`G074284`

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	

Resources Available to Support the Goal `2`

- Accelerated Math Program

- Study Island

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5.

Plan to Monitor Progress Toward G4. `8`

OTES will increase the percentage of students scoring level 4 or higher on Math FSA by 5%.

Person Responsible

Karen Tillis

Schedule

On 6/3/2016

Evidence of Completion

Student performance on progress monitoring assessments and on FSA

G5. OTES will maintain the percentage of students scoring level 3 on Science FCAT 2.0 at 85%. [1a]

🔍 G074285

Targets Supported [1b]

Indicator	Annual Target
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal [2]

- Science Acaletics

- AIMS Science Activities

Targeted Barriers to Achieving the Goal [3]

- Limited Science vocabulary.

Plan to Monitor Progress Toward G5. [8]

OTES will maintain the percentage of students scoring level 3 on Science FCAT 2.0 at 85%.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student performance on Assessments and FCAT

G6. OTES will increase the percentage Students with Disabilities scoring at or above level 3 on English Language Arts FSA by 5%. `1a`

🔍 G074286

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	65.0

Resources Available to Support the Goal `2`

- Study Island

- Journey's Leveled Readers

Targeted Barriers to Achieving the Goal `3`

- Wide range of reading, comprehension, fluency and vocabulary deficiencies among SWD

- Time to deliver Intensive Instruction to students.

Plan to Monitor Progress Toward G6. `8`

OTES will increase the percentage Students with Disabilities scoring at or above level 3 on English Language Arts FSA by 5%.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student performance on Progress Monitoring Assessments and FSA

G7. OTES will increase the percent of Students with Disabilities scoring at level 3 and above on Math FSA by 5%. `1a`

`G074287`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - SWD	63.0

Resources Available to Support the Goal `2`

- Accelerated Math, Math Facts

Targeted Barriers to Achieving the Goal `3`

- Lack of fluency of basic math skills.

Plan to Monitor Progress Toward G7. `8`

OTES will increase the percent of Students with Disabilities scoring at level 3 and above on Math FSA by 5%.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Scores on Progress monitoring assessments and FSA.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. OTE will increase the percentage of students scoring at or above proficient on the English Language Arts FSA by 5%. 1

🔑 G074281

G1.B1 Lack of student motivation 2

🔑 B193914

G1.B1.S1 School-wide incentive and academic positive referrals. 4

🔑 S205439

Strategy Rationale

Students will be motivated by incentive and positive referrals to do their best.

Action Step 1 5

School wide incentive program to recognize academic achievements.

Person Responsible

Chris Lord

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Number of students earning 9-week school-wide reward

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

School-wide incentive program

Person Responsible

Chris Lord

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Participation in 9 week incentive

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

School-wide incentive program

Person Responsible

Chris Lord

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

classroom test scores, progress monitoring results

G1.B2 Lack of high complexity lessons 2

B193915

G1.B2.S1 Reading Coach and administration will provide professional development on close reads, the CIS and how to use complex text throughout the day in all content areas. 4

S205440

Strategy Rationale

Use of close reads, CIS and complex text throughout the day will provide exposure to complex text and activities for students.

Action Step 1 5

Professional development will be provided on read a louds, close reads and CIS.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule of PD activities

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

Evidence of use of strategies in classrooms in all academic areas.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observation of use of strategies throughout day in all content areas

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

Progress Monitoring Assessments

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year during grade level meetings and data meetings.

G1.B4 Lack of Academic Vocabulary `2`

B193917

G1.B4.S1 Increase academic vocabulary needed to be successful on assessments. `4`

S205442

Strategy Rationale

Increasing the vocabulary needed to understand questions asked on the assessments will increase student success.

Action Step 1 `5`

Increase student knowledge of academic vocabulary needed to be successful on assessments.

Person Responsible

Susan Crise

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Introduce and use the academic vocabulary needed to be successful on assessments daily in classes.

Person Responsible

Karen Tillis

Schedule

On 6/3/2016

Evidence of Completion

Observation of use during CWT's

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Performance on progress monitoring assessments.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Observations on CWT's and performance on progress monitoring assessments.

G2. OTES will increase the percentage of students scoring at level 4 or above on English Language Arts FSA by 5%. `1`

`🔍 G074282`

G2.B1 Lack of critical thinking activities to promote active student engagement and higher order questioning. `2`

`🔍 B193918`

G2.B1.S1 Teachers will plan and implement engaging and enriching lessons during the ninety minute reading block. These lessons will be differentiated with complex text embedded throughout all subject areas. `4`

`🔍 S205443`

Strategy Rationale

The use of complex text in all subject areas will challenge higher level students.

Action Step 1 `5`

Professional Development activities on text complexity, read alouds, CIS, and close reads.

Person Responsible

Karen Tillis

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Agendas from PD and sign-in sheets from PD

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Engaging and enriching lessons using complex texts.

Person Responsible

Karen Tillis

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observation of use of strategies CWT's and review of student data on progress monitoring assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Effectiveness of differentiated lessons with complex text.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Increase in number of students scoring at high level on Progress Monitoring Assessments

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G2.B2 Lack of enrichment activities for students. `2`

B193919

G2.B2.S1 Hold Science, History and Art Fairs for students to participate in. `4`

S205444

Strategy Rationale

Science, History and Art Fairs will offer students the opportunity to research, develop and present projects.

Action Step 1 `5`

A Science and Art Fair will be held at OTE

Person Responsible

Susan Crise

Schedule

Annually, from 10/5/2015 to 5/30/2016

Evidence of Completion

Participation in Fairs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Science, History and Art Fairs

> **Person Responsible**
>
> Susan Crise
>
> **Schedule**
>
> On 4/29/2016
>
> ***Evidence of Completion***
>
> Participation in Fairs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Science, History, and Art Fairs

> **Person Responsible**
>
> Susan Crise
>
> **Schedule**
>
> Annually, from 10/5/2015 to 5/30/2016
>
> ***Evidence of Completion***
>
> Participation in Fairs

G3. OTES will increase the number of students scoring at or above Proficient on Math FSA by 5%. [1]

G074283

G3.B1 Lack of retention of math skills and concepts from previous years. [2]

B193920

G3.B1.S1 Daily spiral review with Acaletics and Math warm-ups. [4]

S205445

Strategy Rationale

Daily review of previously taught skills will help reinforce previously taught skills.

Action Step 1 [5]

Daily review with Acaletics and math warm-ups.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lessons observed in CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Daily use of Acaletics and math warm-ups.

Person Responsible

Karen Tillis

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observations of lesson in CWT's

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Effectiveness of Acaletics and math warm-ups

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student scores on Progress monitoring assessments and Big Idea Assessments

G3.B2 Lack of differentiated instruction during math classes school-wide. `2`

🔧 B193921

G3.B2.S1 Use of small groups or centers during a portion of math block to pull students to remediate skills already taught. `4`

🔧 S205446

Strategy Rationale

Instruction in smaller groups will allow for more individualized targeted instruction.

Action Step 1 `5`

Use of small groups or centers during a portion of math block to pull students to remediate skills already taught..

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

observations by administrators during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Use of small groups or centers during a portion of math block to pull students to remediate skills already taught.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

observation of lessons and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Use of small groups or centers during a portion of math block to pull students to remediate skills already taught.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student achievement levels on Progress monitoring assessments and on Big Idea tests.

G4. OTES will increase the percentage of students scoring level 4 or higher by 5% on Math FSA. 1

G074284

G4.B1 Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5. 2

B193922

G4.B1.S1 Professional development for teachers on Rigor and Enrichment. 4

S205447

Strategy Rationale

Teachers need to understand rigor and types of enrichment activities that will challenge high performing students.

Action Step 1 5

Professional development on rigor and enrichment.

Person Responsible

Karen Tillis

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Activities in classrooms involving more rigor and enrichment activities.

Person Responsible

Karen Tillis

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Lesson plans,CWT's

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

More rigorous activities in math classes.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Student scores on Progress Monitoring assessments

G5. OTES will maintain the percentage of students scoring level 3 on Science FCAT 2.0 at 85%. `1`

🔑 G074285

G5.B1 Limited Science vocabulary. `2`

🔑 B193923

G5.B1.S1 School-wide focus on grade level appropriate science vocabulary. `4`

🔑 S205448

Strategy Rationale

If students at all levels are exposed to science vocabulary when they reach 5th grade they will be ready for 5th grade science skills and the FCAT 2.0 science assessment.

Action Step 1 `5`

School-wide focus on grade level appropriate science vocabulary.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

observations during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

School-wide focus on grade level appropriate science vocabulary.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

observations during CWT's, lesson plans and curriculum maps.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

School-wide focus on grade level appropriate science vocabulary.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student scores on Progress Monitoring assessments and classroom assessments.

G6. OTES will increase the percentage Students with Disabilities scoring at or above level 3 on English Language Arts FSA by 5%. 1

🔧 G074286

G6.B1 Wide range of reading, comprehension, fluency and vocabulary deficiencies among SWD 2

🔧 B193924

G6.B1.S1 RtI small group instruction targeted to individual needs and skills. 4

🔧 S205449

Strategy Rationale

Offering students individualized instruction based on needs determined by progress monitoring data in small groups will increase their performance.

Action Step 1 5

RtI small group instruction targeted to individual needs and skills.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observations during CWT's, lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

RtI small group instruction targeted to individual needs and skills.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observations on CWT's and lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

RtI small group instruction targeted to individual needs and skills.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student performance on Progress Monitoring Assessments

G6.B2 Time to deliver Intensive Instruction to students. `2`

🔑 B193925

G6.B2.S1 Scheduled RTI time in all classes for small group individualized instruction. `4`

🔑 S205450

Strategy Rationale

If time is scheduled into daily class schedule teachers will make the time to offer small group instruction for targeted students.

Action Step 1 `5`

Each class will have a scheduled RTI time to offer small group instruction to students based on need.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observations during CWT's and lesson plans.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Small group instruction during scheduled RTI time.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observations during CWT's and lesson plans.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Student performance on progress monitoring assessments.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student performance on progress monitoring assessments.

G7. OTES will increase the percent of Students with Disabilities scoring at level 3 and above on Math FSA by 5%. `1`

🔑 G074287

G7.B1 Lack of fluency of basic math skills. `2`

🔑 B193926

G7.B1.S1 Vertical alignment of basic math skills across grade levels. `4`

🔑 S205451

Strategy Rationale

Making all grade levels aware of the skills needed before and after their grade level will help in building fluency of skills.

Action Step 1 `5`

Identify basic skills needed in each grade level and test for mastery of skills with timed fluency tests.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, observations in CWT's, timed tests

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Timed skill tests developed and given at each grade level.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observations during CWT's , lesson plans, timed test results

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Timed fluency tests of basic skills will be given periodically to all students.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Results of timed tests.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School wide incentive program to recognize academic achievements.	Lord, Chris	8/17/2015	Number of students earning 9-week school-wide reward	6/3/2016 quarterly
G1.B2.S1.A1	Professional development will be provided on read a louds, close reads and CIS.	Tillis, Karen	8/17/2015	Schedule of PD activities	6/3/2016 monthly
G1.B4.S1.A1	Increase student knowledge of academic vocabulary needed to be successful on assessments.	Crise, Susan	9/14/2015		6/3/2016 daily
G2.B1.S1.A1	Professional Development activities on text complexity, read alouds, CIS, and close reads.	Tillis, Karen	9/14/2015	Agendas from PD and sign-in sheets from PD	6/3/2016 monthly
G2.B2.S1.A1	A Science and Art Fair will be held at OTE	Crise, Susan	10/5/2015	Participation in Fairs	5/30/2016 annually
G3.B1.S1.A1	Daily review with Acaletics and math warm-ups.	Tillis, Karen	8/17/2015	Lessons observed in CWT's and lesson plans	6/3/2016 daily
G3.B2.S1.A1	Use of small groups or centers during a portion of math block to pull students to remediate skills already taught..	Tillis, Karen	8/17/2015	observations by administrators during CWT's and lesson plans	6/3/2016 daily
G4.B1.S1.A1	Professional development on rigor and enrichment.	Tillis, Karen	9/14/2015	sign-in sheets and agendas	6/3/2016 monthly
G5.B1.S1.A1	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/17/2015	observations during CWT's and lesson plans	6/3/2016 daily
G6.B1.S1.A1	RtI small group instruction targeted to individual needs and skills.	Tillis, Karen	8/17/2015	Observations during CWT's, lesson plans	6/3/2016 daily
G6.B2.S1.A1	Each class will have a scheduled RTI time to offer small group instruction to students based on need.	Tillis, Karen	8/17/2015	Observations during CWT's and lesson plans.	6/3/2016 daily
G7.B1.S1.A1	Identify basic skills needed in each grade level and test for mastery of skills with timed fluency tests.	Tillis, Karen	8/24/2015	lesson plans, observations in CWT's, timed tests	6/3/2016 quarterly
G1.MA1	Progress monitoring assessments - Performance Matters, STAR	Tillis, Karen	9/14/2015	Increase in achievement levels of students on progress monitoring assessments	6/3/2016 quarterly
G1.B1.S1.MA1	School-wide incentive program	Lord, Chris	8/17/2015	classroom test scores, progress monitoring results	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	School-wide incentive program	Lord, Chris	8/17/2015	Participation in 9 week incentive	6/3/2016 quarterly
G1.B2.S1.MA1	Progress Monitoring Assessments	Tillis, Karen	8/17/2015	Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year during grade level meetings and data meetings.	6/3/2016 quarterly
G1.B2.S1.MA1	Evidence of use of strategies in classrooms in all academic areas.	Tillis, Karen	8/17/2015	Observation of use of strategies throughout day in all content areas	6/3/2016 weekly
G1.B4.S1.MA1	Performance on progress monitoring assessments.	Tillis, Karen	9/14/2015	Observations on CWT's and performance on progress monitoring assessments.	6/3/2016 quarterly
G1.B4.S1.MA1	Introduce and use the academic vocabulary needed to be successful on assessments daily in classes.	Tillis, Karen	9/14/2015	Observation of use during CWT's	6/3/2016 one-time
G2.MA1	Increase in levels 4 and 5 on FSA	Tillis, Karen	10/5/2015	Increase in number of levels 4 and 5 on FSA	6/3/2016 one-time
G2.B1.S1.MA1	Effectiveness of differentiated lessons with complex text.	Tillis, Karen	8/17/2015	Increase in number of students scoring at high level on Progress Monitoring Assessments	6/3/2016 quarterly
G2.B1.S1.MA1	Engaging and enriching lessons using complex texts.	Tillis, Karen	8/17/2015	Observation of use of strategies CWT's and review of student data on progress monitoring assessments	6/3/2016 biweekly
G2.B2.S1.MA1	Science, History, and Art Fairs	Crise, Susan	10/5/2015	Participation in Fairs	5/30/2016 annually
G2.B2.S1.MA1	Science, History and Art Fairs	Crise, Susan	10/5/2015	Participation in Fairs	4/29/2016 one-time
G3.MA1	Increase in percentage of students scoring level 3 on progress monitoring assessments. Number students scoring level 3 on FSA.	Tillis, Karen	8/17/2015	Student performance on progress monitoring assessments and on FSA	6/3/2016 quarterly
G3.B1.S1.MA1	Effectiveness of Acaletics and math warm-ups	Tillis, Karen	8/17/2015	Student scores on Progress monitoring assessments and Big Idea Assessments	6/3/2016 quarterly
G3.B1.S1.MA1	Daily use of Acaletics and math warm-ups.	Tillis, Karen	8/17/2015	Observations of lesson in CWT's	6/3/2016 biweekly
G3.B2.S1.MA1	Use of small groups or centers during a portion of math block to pull students to remediate skills already taught.	Tillis, Karen	8/17/2015	Student achievement levels on Progress monitoring assessments and on Big Idea tests.	6/3/2016 daily
G3.B2.S1.MA1	Use of small groups or centers during a portion of math block to pull students to remediate skills already taught.	Tillis, Karen	8/17/2015	observation of lessons and lesson plans	6/3/2016 daily
G4.MA1	OTES will increase the percentage of students scoring level 4 or higher on Math FSA by 5%.	Tillis, Karen	9/14/2015	Student performance on progress monitoring assessments and on FSA	6/3/2016 one-time
G4.B1.S1.MA1	More rigorous activities in math classes.	Tillis, Karen	9/14/2015	Student scores on Progress Monitoring assessments	6/3/2016 quarterly
G4.B1.S1.MA1	Activities in classrooms involving more rigor and enrichment activities.	Tillis, Karen	9/14/2015	Lesson plans,CWT's	6/3/2016 biweekly
G5.MA1	OTES will maintain the percentage of students scoring level 3 on Science FCAT 2.0 at 85%.	Tillis, Karen	8/17/2015	Student performance on Assessments and FCAT	6/3/2016 quarterly
G5.B1.S1.MA1	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/17/2015	Student scores on Progress Monitoring assessments and classroom assessments.	6/3/2016 quarterly
G5.B1.S1.MA1	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/17/2015	observations during CWT's, lesson plans and curriculum maps.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1	OTES will increase the percentage Students with Disabilities scoring at or above level 3 on English Language Arts FSA by 5%.	Tillis, Karen	8/17/2015	Student performance on Progress Monitoring Assessments and FSA	6/3/2016 quarterly
G6.B1.S1.MA1	RtI small group instruction targeted to individual needs and skills.	Tillis, Karen	8/17/2015	Student performance on Progress Monitoring Assessments	6/3/2016 quarterly
G6.B1.S1.MA1	RtI small group instruction targeted to individual needs and skills.	Tillis, Karen	8/17/2015	Observations on CWT's and lesson plans	6/3/2016 monthly
G6.B2.S1.MA1	Student performance on progress monitoring assessments.	Tillis, Karen	8/17/2015	Student performance on progress monitoring assessments.	6/3/2016 quarterly
G6.B2.S1.MA1	Small group instruction during scheduled RTI time.	Tillis, Karen	8/17/2015	Observations during CWT's and lesson plans.	6/3/2016 monthly
G7.MA1	OTES will increase the percent of Students with Disabilities scoring at level 3 and above on Math FSA by 5%.	Tillis, Karen	8/24/2015	Scores on Progress monitoring assessments and FSA.	6/3/2016 quarterly
G7.B1.S1.MA1	Timed fluency tests of basic skills will be given periodically to all students.	Tillis, Karen	8/24/2015	Results of timed tests.	6/3/2016 monthly
G7.B1.S1.MA1	Timed skill tests developed and given at each grade level.	Tillis, Karen	8/24/2015	Observations during CWT's , lesson plans, timed test results	6/3/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. OTE will increase the percentage of students scoring at or above proficient on the English Language Arts FSA by 5%.

G1.B2 Lack of high complexity lessons

G1.B2.S1 Reading Coach and administration will provide professional development on close reads, the CIS and how to use complex text throughout the day in all content areas.

PD Opportunity 1

Professional development will be provided on read a louds, close reads and CIS.

Facilitator

Reading Coach, Principal, Assistant Principal

Participants

Classroom Teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G1.B4 Lack of Academic Vocabulary

G1.B4.S1 Increase academic vocabulary needed to be successful on assessments.

PD Opportunity 1

Increase student knowledge of academic vocabulary needed to be successful on assessments.

Facilitator

Classroom Teachers, Reading Coach

Participants

Classroom teachers

Schedule

Daily, from 9/14/2015 to 6/3/2016

G2. OTES will increase the percentage of students scoring at level 4 or above on English Language Arts FSA by 5%.

G2.B1 Lack of critical thinking activities to promote active student engagement and higher order questioning.

G2.B1.S1 Teachers will plan and implement engaging and enriching lessons during the ninety minute reading block. These lessons will be differentiated with complex text embedded throughout all subject areas.

PD Opportunity 1

Professional Development activities on text complexity, read alouds, CIS, and close reads.

Facilitator

Reading Coach, Literacy Team Members, Administrators

Participants

Classroom Teachers, administrators, Reading Coach

Schedule

Monthly, from 9/14/2015 to 6/3/2016

G4. OTES will increase the percentage of students scoring level 4 or higher by 5% on Math FSA.

G4.B1 Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5.

G4.B1.S1 Professional development for teachers on Rigor and Enrichment.

PD Opportunity 1

Professional development on rigor and enrichment.

Facilitator

administrators, outside facilitator

Participants

classroom teachers, administrators

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	School wide incentive program to recognize academic achievements.				$0.00
2	G1.B2.S1.A1	Professional development will be provided on read a louds, close reads and CIS.				$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Old Town Elementary School	Title I Part A		$0.00

3	G1.B4.S1.A1	Increase student knowledge of academic vocabulary needed to be successful on assessments.				$0.00
4	G2.B1.S1.A1	Professional Development activities on text complexity, read alouds, CIS, and close reads.				$0.00
5	G2.B2.S1.A1	A Science and Art Fair will be held at OTE				$0.00
6	G3.B1.S1.A1	Daily review with Acaletics and math warm-ups.				$11,959.48

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Old Town Elementary School	Title I Part A		$11,959.48
			Notes: Acaletics Books			

7	G3.B2.S1.A1	Use of small groups or centers during a portion of math block to pull students to remediate skills already taught..				$600.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Old Town Elementary School	Title I Part A		$600.00
			Notes: Professional Development on reading and understanding of STAR reports to use in instructional decisions.			

8	G4.B1.S1.A1	Professional development on rigor and enrichment.				$0.00
9	G5.B1.S1.A1	School-wide focus on grade level appropriate science vocabulary.				$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Old Town Elementary School	Title I Part A		$0.00
			Notes: AIMS Science PD			

10	G6.B1.S1.A1	RtI small group instruction targeted to individual needs and skills.				$0.00

Budget Data

11	G6.B2.S1.A1	**Each class will have a scheduled RTI time to offer small group instruction to students based on need.**	**$0.00**
12	G7.B1.S1.A1	**Identify basic skills needed in each grade level and test for mastery of skills with timed fluency tests.**	**$0.00**
		Total:	**$12,559.48**