



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Old Town Elementary School

221 SE 136TH AVE BLDG 1

Old Town, FL 32680

352-542-7818

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 9%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Old Town Elementary School

Principal

Karen Tillis

School Advisory Council chair

Tonya Dee Cumbest

Names and position titles of the School-Based Leadership Team (SBLT)

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

District-Level Information

District

Dixie

Superintendent

Mr. Mark A Rains

Date of school board approval of SIP

10/8/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Parent Members-Chair - Tonya Dee Cumbest, Charles Bechtold, Connie Brosam, Arthur Mascalli
 Business Members- Wesley Roberts, Jarred Jones
 Staff Members - Karen Tillis, Vicky Hunt, Susan Crise, Cheryl Howell, Vickie Willis

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

FACT reward trip for students making gains on FCAT tests or scoring at levels 4 or 5 on reading or math or level 5 or 6 on reading.
 Bullying prevention program for students
 Spelling Bee

Projected use of school improvement funds, including the amount allocated to each project

Funding for FCAT reward trip - \$3000.00

Possible use of funds for projects to improve safety of school after reviews and practice of safety plan.
Amount to be determined as needs are identified.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Karen Tillis

Principal

Years as Administrator: 6

Years at Current School: 12

Credentials

Elementary Education K-6 and Educational Leadership

Outstanding Evaluations: 2007-2012
 2008-09: School Grade-A
 Meeting High Standards in Reading: 83%
 Math: 86%
 Writing: 98%
 Science: 47%
 % Making Learning Gains in
 Reading: 69%
 Math: 68%
 % Of Lowest 25% Making Gains in
 Reading: 70%
 % Of Lowest 25% Making Learning gains in
 Math: 67%
 2009-10: School Grade-A
 % Meeting High Standards in Reading: 80%
 Math: 89%
 Writing: 75%
 Science: 60%
 % Making Learning Gains in
 Reading: 67%
 Math: 71%
 % Of Lowest 25% Making Gains in
 Reading: 65%
 % Of Lowest 25% Making Learning gains in
 Math: 74%
 2010-11 School Grade-A
 % Meeting High Standards in Reading: 80%
 Math: 89%
 Writing: 75%
 Science: 60%
 % Making Learning Gains in
 Reading: 67%
 Math: 71%
 % Of Lowest 25% Making Gains in
 Reading: 65%
 % Of Lowest 25% Making Learning gains in
 Math: 74
 2011-2012: School Grade A
 Reading Satisfactory: 61%
 Math Satisfactory: 64%
 Writing: 77%
 Science: 60%
 Reading Gains: 71%
 Math Gains: 69%
 Reading Bottom 25%: 71%
 Math Bottom 25%: 58%

Performance Record

2012-2013: School Grade B
Reading Satisfactory: 63%
Math Satisfactory: 69%
Writing: 62%
Science: 73%
Reading Gains: 60%
Math Gains: 68%
Reading Bottom 25%: 67%
Math Bottom 25%: 56%

Chris Lord

Asst Principal

Years as Administrator: 3

Years at Current School: 8

Credentials

Elementary Education K-6, Guidance, and Educational Leadership

Performance Record

Outstanding Performance as Guidance Counselor 2007-2010
 Outstanding Performance as Assistant Principal 2010-2011
 2010-11 School Grade-A
 2009-10: School Grade-A
 High Standards in Reading: 80%
 Math: 89%
 Writing: 75%
 Science: 60%
 Making Learning Gains in Reading: 67%
 Math: 71%
 Lowest 25% Making Gains in Reading: 65%
 Lowest 25% Making Learning gains in Math: 74%
 2010-11 School Grade-A
 Meeting High Standards in Reading: 80%
 Math: 89%
 Writing: 75%
 Science: 60%
 Learning Gains in Reading: 67%
 Math: 71%
 Lowest 25% Making Gains in Reading: 65%
 Lowest 25% Making Learning gains in Math: 74%
 2011-2012: School Grade A
 Reading Satisfactory: 61%
 Math Satisfactory: 64%
 Writing: 77%
 Science: 60%
 Reading Gains: 71%
 Math Gains: 69%
 Reading Bottom 25%: 71%
 Math Bottom 25%: 58%
 2012-2013: School Grade B
 Reading Satisfactory: 63%
 Math Satisfactory: 69%
 Writing: 62%
 Science: 73%
 Reading Gains: 60%
 Math Gains: 68%
 Reading Bottom 25%: 67%
 Math Bottom 25%: 56%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Crise		
Full-time / School-based	Years as Coach: 11	Years at Current School: 29
Areas	Reading/Literacy	
Credentials	Elementary Education K-6 Physical Education K-12 Science Middle School Reading Endorsed ESOL Endorsed	
Performance Record	2000-2013: Outstanding Performance Evaluations 2008-09: School Grade-A Meeting High Standards in Reading: 83% Math: 86% Writing: 98% Science: 47% Making Learning Gains in Reading: 69% Math: 68% Lowest 25% Making Gains in Reading: 70% Lowest 25% Making Learning gains in Math: 67% 2009-10: School Grade-A Meeting High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% Making Learning Gains in Reading: 67% Math: 71% Lowest 25% Making Gains in Reading: 65% Lowest 25% Making Learning gains in Math: 74% 2010-11 School Grade-A Meeting High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% Making Learning Gains in Reading: 67% Math: 71% Lowest 25% Making Gains in Reading: 65% Lowest 25% Making Learning gains in Math: 74 2011-2012: School Grade A Reading Satisfactory: 61% Math Satisfactory: 64% Writing: 77% Science: 60% Reading Gains: 71%	

Math Gains: 69%
 Reading Bottom 25%: 71%
 Math Bottom 25%: 58%
 2012-2013: School Grade B
 Reading Satisfactory: 63%
 Math Satisfactory: 69%
 Writing: 62%
 Science: 73%
 Reading Gains:60%
 Math Gains: 68%
 Reading Bottom 25%: 67%
 Math Bottom 25%: 56%

Classroom Teachers

of classroom teachers

35

receiving effective rating or higher

31, 89%

Highly Qualified Teachers

100%

certified in-field

35, 100%

ESOL endorsed

14, 40%

reading endorsed

8, 23%

with advanced degrees

7, 20%

National Board Certified

, 0%

first-year teachers

3, 9%

with 1-5 years of experience

8, 23%

with 6-14 years of experience

12, 34%

with 15 or more years of experience

12, 34%

Education Paraprofessionals

of paraprofessionals

15

Highly Qualified

15, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Jennifer Huffman first grade teacher will mentor Alexandria Raker and Michelle Hurst both first year first grade teachers. Kristi Layton an experienced ESE teacher will be paired with Delaina Quincey a first year ESE teacher. 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.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team meets on a quarterly basis to discuss the goals of the MTSS/Rtl 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team ensures that MTSS/Rtl is being done with fidelity and documentation of goals and strategies are being maintained through classroom walkthroughs, and data meetings. Grade level meetings occur bi-monthly and the leadership team schedules time to meet with each grade.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Universal Assessments or Baseline Data: FCAT, PMRN, Stanford 10, FAIR, Discovery Education, Write Score, Achieve 3000, Study Island, STAR reading and math
 Progress Monitoring Data: Unit Assessments, Teacher-Created Assessments, Benchmark Assessments, Discovery Mini Benchmark Assessments, Study Island Benchmark Assessment s, Mid-Year Assessments: FAIR, Discovery, Write Score, Achieve 3000 and STAR
 End of Year: FCAT, Stanford 10, FAIR, Discovery, Write Score, Achieve 3000 and STAR
 Behavior is monitored through Office Referrals, Notice of Concerns, and the ABE program.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development for MTSS/Rtl has been provided for teachers. The reading coach will meet with new and individual teachers to discuss skills and strategies. Quarterly and monthly meetings are also a great time to train and discuss individual teacher needs on the MTSS/Rtl process. The Leadership Team will ensure that research-based interventions and strategies are being used and will provide on-going professional development. Information on the MTSS/Rti process will be shared with parents at annual Title 1 meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,420

All students who scored level 1 or 2 on 2013 FCAT or under 40% on Stanford 10 in reading or math or will be offered after school tutoring provided by highly qualified teachers for 90 minutes 2 days a week.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected from Discovery Education, and STAR reading and math will be used to monitor effectiveness of program.

Who is responsible for monitoring implementation of this strategy?

The principal will monitor implementation of the afterschool program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Crise	Reading Coach
Karen Tillis	Principal
Chris Lord	Assistant Principal
Kaycee Bush	Kindergarten Teacher
Natalie Bechtold	Second Grade Teacher
Dana Davis	Fourth Grade Teacher
Amanda Specht	Fifth Grade Language Arts Teacher

How the school-based LLT functions

The school-based LLT meets monthly to review school-wide data from Progress monitoring assessments. The team discusses progress in implementing the SIP for reading and 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.

Major initiatives of the LLT

The LLT will provide training, information and model activities for the implementation of the new CCSS. All members of the LLT attended Common Core training in Jacksonville this summer.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	63%	No	73%
American Indian				
Asian				
Black/African American				
Hispanic	73%		No	75%
White	69%	61%	No	72%
English language learners				
Students with disabilities	50%	28%	No	55%
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	33%	40%
Students scoring at or above Achievement Level 4	61	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	130	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	36	67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	58%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	25	35%	40%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic	79%		No	81%
White	72%	69%	No	75%
English language learners				
Students with disabilities	47%	51%	Yes	52%
Economically disadvantaged	71%	69%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	40%	45%
Students scoring at or above Achievement Level 4	60	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	146	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	56%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	38%	40%
Students scoring at or above Achievement Level 4	20	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		
Participation in STEM-related experiences provided for students	0		

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	143	27%	20%
Students retained, pursuant to s. 1008.25, F.S.	4	5%	2%
Students who are not proficient in reading by third grade	19	21%	15%
Students who receive two or more behavior referrals	22	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Title 1 Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** OTES will increase the percentage of students scoring Level 3 or above on Reading FCAT 2.0 from 63% to 70%.
- G2.** OTES will increase the percentage of students scoring level 4 or higher on Reading FCAT 2.0 from 28% to 30%.
- G3.** OTE will increase the percentage of students making learning gains on Reading FCAT from 60% to 65%.
- G4.** OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%
- G5.** OTES will increase the percentage of students scoring at a 3.5 achievement level in writing from 58% to 60%.
- G6.** OTES will increase the percentage of students scoring at level 3 on Math FCAT from 68% to 70%.
- G7.** OTES will increase the percentage of students scoring level 4 or higher on FCAT math from 28% to 30%.
- G8.** OTES will increase the percentage of students making gains in math on FCAT from 68% to 70%.
- G9.** OTES will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.
- G10.** OTES will increase the percentage of students scoring level 3 on FCAT science from 38% to 40%.
- G11.** OTES will increase the percentage of students scoring level 4 or 5 on FCAT science.
- G12.** OTES will increase the percentage Students with Disabilities scoring at or above level 3 on FCAT Reading from 28% to 35%.
- G13.** OTES will increase the percent of Students with Disabilities scoring at level 3 and above on FCAT math from 51% to 53%.

Goals Detail

G1. OTES will increase the percentage of students scoring Level 3 or above on Reading FCAT 2.0 from 63% to 70%.

Targets Supported

Resources Available to Support the Goal

- Florida Ready Books
- STAR Reading
- Accelerated Reader
- Discovery Education
- Study Island
- Kid Biz

Targeted Barriers to Achieving the Goal

- Lack of student motivation
- New reading curriculum
- Lack of high complexity lessons

Plan to Monitor Progress Toward the Goal

Progress monitoring assessments - Discovery Education, FAIR

Person or Persons Responsible

Classroom teachers, Reading Coach, administrators

Target Dates or Schedule:

Three times a year

Evidence of Completion:

Increase in achievement levels of students on progress monitoring assessments

G2. OTES will increase the percentage of students scoring level 4 or higher on Reading FCAT 2.0 from 28% to 30%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- 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 the Goal

Increase in levels 4 and 5 on FCAT

Person or Persons Responsible

Administration, classroom teachers, reading coach

Target Dates or Schedule:

Review of Progress Monitoring data at grade level and monthly data meetings

Evidence of Completion:

Increase in number of levels 4 and 5 on FCAT

G3. OTE will increase the percentage of students making learning gains on Reading FCAT from 60% to 65%.

Targets Supported

Resources Available to Support the Goal

- Materials for make and take parent trainings

Targeted Barriers to Achieving the Goal

- Lack of Parental Support
- Transfer of skills and strategies to assessments.

Plan to Monitor Progress Toward the Goal

Increase in students making gains

Person or Persons Responsible

administrators, reading coach, classroom teachers,

Target Dates or Schedule:

throughout school year

Evidence of Completion:

Student achievement on progress monitoring assessments

G4. OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%

Targets Supported

Resources Available to Support the Goal

- STAR Reading, Discovery Education, Accelerated Reading

Targeted Barriers to Achieving the Goal

- Wide range of reading comprehension, fluency and vocabulary issues among students.
- Lack of Tutoring for students.

Plan to Monitor Progress Toward the Goal

OTE will increase the number of students in the lowest 25% making gains in reading from 67% to 70%

Person or Persons Responsible

Classroom teachers, Administrators

Target Dates or Schedule:

three times a year on progress monitoring assessments

Evidence of Completion:

Student performance on Progress monitoring assessments and FCAT

G5. OTES will increase the percentage of students scoring at a 3.5 achievement level in writing from 58% to 60%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Score

Targeted Barriers to Achieving the Goal

- Lack of grammar skills, spelling, and conventions in writing.
- Grade levels lack of knowledge of writing expectations.

Plan to Monitor Progress Toward the Goal

Increase in percentage of students scoring at level 3.5 on writing assesment.

Person or Persons Responsible

classroom teachers and administrators

Target Dates or Schedule:

throughout year on writing samples

Evidence of Completion:

scores on student writing samples number of students scoring at or above 3.5 in fourth grade on Florida Writes test.

G6. OTES will increase the percentage of students scoring at level 3 on Math FCAT from 68% to 70%.

Targets Supported

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- 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 the Goal

Increase in percentage of students scoring level 3 on FCAT in math.

Person or Persons Responsible

administrators, classroom teachers

Target Dates or Schedule:

Three times a year on progress monitoring assessments

Evidence of Completion:

Student performance on progress monitoring assessments and on FCAT

G7. OTES will increase the percentage of students scoring level 4 or higher on FCAT math from 28% to 30%.

Targets Supported

Resources Available to Support the Goal

- Accelerated Math Program
- Study Island

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

OTES will increase the percentage of students scoring level 4 or higher on FCAT math from 28% to 30%.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule:

Three times a year on progress monitoring assessments

Evidence of Completion:

Student performance on progress monitoring assessments and on FCAT.

G8. OTES will increase the percentage of students making gains in math on FCAT from 68% to 70%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Gaps in student knowledge due to new grade level standards and progressing toward CCSS in Math.
- New Math Series

Plan to Monitor Progress Toward the Goal

OTES will increase the percentage of students making gains in math on FCAT from 68% to 70%

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule:

during data reviews of progress monitoring data

Evidence of Completion:

Progress Monitoring data

G9. OTES will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.

Targets Supported

Resources Available to Support the Goal

- Accelerated Math Program
- Think Central online intervention program
- Discovery Education
- Accaletics

Targeted Barriers to Achieving the Goal

- Students reading abilities and vocabulary knowledge level hinder their understanding of word problems.
- Students lack of basic math foundations and math facts.
- Lack of hands on activities in math classes

Plan to Monitor Progress Toward the Goal

OTES will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.

Person or Persons Responsible

classroom teachers and administrators

Target Dates or Schedule:

during data review meetings after Progress monitoring assessments

Evidence of Completion:

Student scores on Progress monitoring assessments and FCAT

G10. OTES will increase the percentage of students scoring level 3 on FCAT science from 38% to 40%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Acaletics

Targeted Barriers to Achieving the Goal

- Limited Science vocabulary.

Plan to Monitor Progress Toward the Goal

OTES will increase the percentage of students scoring level 3 on FCAT science from 38% to 40%

Person or Persons Responsible

classroom teacher

Target Dates or Schedule:

Progress Monitoring assessments and classroom assessments

Evidence of Completion:

Student performance on Assessments and FCAT

G11. OTES will increase the percentage of students scoring level 4 or 5 on FCAT science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Leveled Readers from Journeys Reading Series
- Florida Coach Science Books

Targeted Barriers to Achieving the Goal

- Ability to read and understand Non-Fiction Science Text.
- Lack of student interest and basic knowledge of science topics.

Plan to Monitor Progress Toward the Goal

OTES will increase the percentage of students scoring level 4 or 5 on FCAT science.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule:

progress monitoring assessments

Evidence of Completion:

Student scores on Progress Monitoring assessments and FCAT

G12. OTES will increase the percentage Students with Disabilities scoring at or above level 3 on FCAT Reading from 28% to 35%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Wide range of reading, comprehension, fluency and vocabulary deficiencies among SWD
- Time to deliver Intensive Instruction to students.

Plan to Monitor Progress Toward the Goal

OTES will increase the percentage Students with Disabilities scoring at or above level 3 on FCAT Reading from 28% to 35%

Person or Persons Responsible

administrators, classroom teachers

Target Dates or Schedule:

Progress Monitoring

Evidence of Completion:

Student performance on Progress Monitoring Assessments and FCAT

G13. OTES will increase the percent of Students with Disabilities scoring at level 3 and above on FCAT math from 51% to 53%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Lack of fluency of basic math skills.

Plan to Monitor Progress Toward the Goal

OTES will increase the percent of Students with Disabilities scoring at level 3 and above on FCAT math from 51% to 53%.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule:

Progress monitoring assessments

Evidence of Completion:

Scores on Progress monitoring assessments and FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. OTEs will increase the percentage of students scoring Level 3 or above on Reading FCAT 2.0 from 63% to 70%.

G1.B1 Lack of student motivation

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

Action Step 1

School wide incentive program to recognize academic achievements.

Person or Persons Responsible

Administration

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Number of students earning 9-week school-wide reward

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

School-wide incentive program

Person or Persons Responsible

Administration

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Attendance and participation in 9 week incentive

Plan to Monitor Effectiveness of G1.B1.S1

School-wide incentive program

Person or Persons Responsible

administration, classroom teachers

Target Dates or Schedule

weekly assessments, nine week grades, progress monitoring results

Evidence of Completion

classroom test scores, progress monitoring results

G1.B2 New reading curriculum

G1.B2.S1 Professional development on new reading series

Action Step 1

Professional Development on reading series

Person or Persons Responsible

Administration, District Office, Reading Coach

Target Dates or Schedule

Before start of school and throughout school year

Evidence of Completion

Sign-in sheets or attendance at PD

Facilitator:

Houghton Mifflin Harcourt Consultant

Participants:

Classroom teachers, Administrators, Reading Coach

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

Use of components of new reading series

Person or Persons Responsible

administrators

Target Dates or Schedule

classroom walkthroughs

Evidence of Completion

observation on use of new reading program with fidelity

Plan to Monitor Effectiveness of G1.B2.S1

New reading series implementation

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

daily reading instruction

Evidence of Completion

results in weekly tests and progress monitoring assessments

G1.B3 Lack of high complexity lessons

G1.B3.S1 Reading Coach and administration will provide professional development on the Common Core, specifically close reads, the CIS and how to use complex text throughout the day in all content areas.

Action Step 1

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

Person or Persons Responsible

Reading coach and administration

Target Dates or Schedule

Throughout school year - early release days and in-service days

Evidence of Completion

Schedule of PD activities

Facilitator:

Reading Coach, Principal, Assistant Principal

Participants:

Classroom Teachers

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

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

Person or Persons Responsible

Administrators

Target Dates or Schedule

During classroom walkthroughs

Evidence of Completion

Observation of use of strategies throughout day in all content areas

Plan to Monitor Effectiveness of G1.B3.S1

Evidence of effectiveness of strategy use

Person or Persons Responsible

Administrators

Target Dates or Schedule

classroom walkthroughs, progress monitoring assessments

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.

G2. OTEs will increase the percentage of students scoring level 4 or higher on Reading FCAT 2.0 from 28% to 30%.

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.

Action Step 1

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

Person or Persons Responsible

Reading Coach, Literacy Team Members, Administrators

Target Dates or Schedule

Early Release Days, Inservice Days, After School

Evidence of Completion

Agendas from PD and sign-in sheets from PD

Facilitator:

Reading Coach, Literacy Team Members, Administrators

Participants:

Classroom Teachers, administrators, Reading Coach

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

Engaging and enriching lessons using complex texts.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Observations during classroom walk throughs

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Effectiveness of differentiated lessons with complex text.

Person or Persons Responsible

Administrators, classroom teachers, reading Coach

Target Dates or Schedule

Progress monitoring Assessments

Evidence of Completion

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

G2.B2 Lack of enrichment activities for students.

G2.B2.S1 Hold Science and Art Fairs for students to participate.

Action Step 1

A Science and Art Fair will be held at OTE

Person or Persons Responsible

Deanne Roberts will organize History Fair and Susan Crise will organize Art Fair with support of classroom teachers.

Target Dates or Schedule

Art Fair will be held in March 2014 and Science Fair will be held in May 2014.

Evidence of Completion

Participation in Fairs

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

Science and Art Fairs

Person or Persons Responsible

Administrators, Deanne Roberts, Susan Crise

Target Dates or Schedule

During planning and participation of fairs

Evidence of Completion

Participation in Fairs

Plan to Monitor Effectiveness of G2.B2.S1

Science and Art Fairs

Person or Persons Responsible

Classroom Teachers, administrators

Target Dates or Schedule

During planning and participation of fairs

Evidence of Completion

Participation in Fairs

G3. OTE will increase the percentage of students making learning gains on Reading FCAT from 60% to 65%.

G3.B2 Lack of Parental Support

G3.B2.S1 Increase opportunities for parents to be involved in learning activities with their child.

Action Step 1

Increase parent involvement activities at OTE by offering family science nights, parent make and take workshops, art and science fairs, family art nights and cub days during the school day.

Person or Persons Responsible

Administration, reading coach, classroom teachers

Target Dates or Schedule

Throughout school year

Evidence of Completion

Agendas and parent sign-in sheets

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

Opportunities for parents to be involved in learning activities with their child.

Person or Persons Responsible

Administrators, Reading Coach, classroom teachers, Title I facilitator

Target Dates or Schedule

Throughout school year in evenings and during school day.

Evidence of Completion

Sign-in sheets and agendas from meetings.

Plan to Monitor Effectiveness of G3.B2.S1

Parent Involvement activities

Person or Persons Responsible

Administrators, reading coach, classroom teachers

Target Dates or Schedule

Throughout school year

Evidence of Completion

sign-in sheets and agendas

G3.B3 Transfer of skills and strategies to assessments.

G3.B3.S1 Teachers will use the Gradual Release of Responsibility to instruct reading strategies: Making connections, PAS, and QAR. Once students can use independently with Texts teachers will then repeat the Instructional process using the same strategies during assessment preparation.

Action Step 1

Professional Development on reading strategies.

Person or Persons Responsible

administration, reading coach

Target Dates or Schedule

inservice days, afterschool, early release days

Evidence of Completion

sign-in sheets and agendas from trainings

Facilitator:

Principal, reading coach

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Instruction and use of reading strategies in classes.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During walk throughs

Evidence of Completion

Observation of use of reading strategies.

Plan to Monitor Effectiveness of G3.B3.S1

Effectiveness of strategies

Person or Persons Responsible

Classroom teachers, administrators

Target Dates or Schedule

classroom assessments, progress monitoring assessments

Evidence of Completion

student performance on assessments

G4. OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%

G4.B1 Wide range of reading comprehension, fluency and vocabulary issues among students.

G4.B1.S1 Offer students more individualized instruction through differentiated instruction and RTI process.

Action Step 1

More small group and individualized instruction to students in lowest 25%.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Daily in classes

Evidence of Completion

Observation of small group instruction during CWT's and completion of RTI plans.

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

More small group and individualized instruction to students in lowest 25%.

Person or Persons Responsible

administrators

Target Dates or Schedule

During CWT's and checking on lesson plans

Evidence of Completion

Administrators will observe small group instruction during CWT's and instructional plans for students will be discussed at RTI and data meetings.

Plan to Monitor Effectiveness of G4.B1.S1

More small group and individualized instruction to students in lowest 25%.

Person or Persons Responsible

Administrators, RTI team

Target Dates or Schedule

RTI monthly meetings and grade level meetings

Evidence of Completion

Student performance on progress monitoring assessments.

G4.B3 Lack of Tutoring for students.

G4.B3.S1 Offer tutoring to students afterschool,

Action Step 1

Offer tutoring to students after school.

Person or Persons Responsible

classroom teachers, Title I office, administrators

Target Dates or Schedule

after school

Evidence of Completion

attendance sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Afterschool tutoring

Person or Persons Responsible

Title 1 office, teachers, administrators

Target Dates or Schedule

duration of tutoring sessions

Evidence of Completion

Attendance at tutoring sessions

Plan to Monitor Effectiveness of G4.B3.S1

Tutoring for students

Person or Persons Responsible

Title 1 office, administrators, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Performance on progress monitoring assessments

G5. OTEs will increase the percentage of students scoring at a 3.5 achievement level in writing from 58% to 60%.

G5.B1 Lack of grammar skills, spelling, and conventions in writing.

G5.B1.S1 Vertical planning to develop a school-wide curriculum map for grammar.

Action Step 1

Develop a school-wide curriculum map for grammar instruction.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

start of school year to be used throughout school year.

Evidence of Completion

curriculum maps

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

Monitor development and use of curriculum map for grammar instruction.

Person or Persons Responsible

administrators

Target Dates or Schedule

during CWT's

Evidence of Completion

lesson plans and use of curriculum maps

Plan to Monitor Effectiveness of G5.B1.S1

Monitor effectiveness of curriculum maps.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

Demand writing samples throughout year

Evidence of Completion

Score student writing on demand writing probes

G5.B2 Grade levels lack of knowledge of writing expectations.

G5.B2.S1 CCSS training on writing expectations.

Action Step 1

Training on CCSS writing expectations.

Person or Persons Responsible

Reading Coach, administrators, county office

Target Dates or Schedule

inservice days, early release days and afterschool

Evidence of Completion

sign-in sheets, agendas

Facilitator:

Reading Coach, administrators

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Evidence of CCSS writing expectations visible in classrooms.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During language Arts and other content areas.

Evidence of Completion

Observed during CWT's and on lesson plans

Plan to Monitor Effectiveness of G5.B2.S1

Use of strategies to incorporate CCSS expectations in writing.

Person or Persons Responsible

administrators

Target Dates or Schedule

Writing samples to be scored.

Evidence of Completion

Scores on writing samples taken throughout the year.

G6. OTES will increase the percentage of students scoring at level 3 on Math FCAT from 68% to 70%.

G6.B1 Lack of retention of math skills and concepts from previous years.

G6.B1.S1 Daily spiral review with Acaletics and Math warm-ups.

Action Step 1

Daily review with Acaletics and math warm-ups.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lessons observed in CWT's and lesson plans

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

Daily use of Acaletics and math warm-ups.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

During CWT's and on lesson plans

Evidence of Completion

Observations of lesson in CWT's

Plan to Monitor Effectiveness of G6.B1.S1

Effectiveness of Acaletics and math warm-ups

Person or Persons Responsible

Administrators and classroom teachers

Target Dates or Schedule

Progress monitoring assessments

Evidence of Completion

Student scores on Progress monitoring assessments and Big Idea Assessments

G6.B2 Lack of differentiated instruction during math classes school-wide.

G6.B2.S1 Use of small groups or centers during a portion of math block to pull students to remediate skills already taught..

Action Step 1

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

Person or Persons Responsible

classroomm teachers

Target Dates or Schedule

daily in math bloc

Evidence of Completion

observations by administrators during CWT's and lesson plans

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

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

Person or Persons Responsible

administrators

Target Dates or Schedule

during CWT's

Evidence of Completion

observation of lessons and lesson plans

Plan to Monitor Effectiveness of G6.B2.S1

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

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

Three time a year on progress monitoring assessments and on classroom tests

Evidence of Completion

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

G7. OTEs will increase the percentage of students scoring level 4 or higher on FCAT math from 28% to 30%.

G7.B1 Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5.

G7.B1.S1 Professional development for teachers on Rigor and Enrichment.

Action Step 1

Professional development on rigor and enrichment.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

inservice days, early release days, and afterschool

Evidence of Completion

sign-in sheets and agendas

Facilitator:

administrators, outside facilitator

Participants:

classroom teachers, administrators

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

Activities in classrooms involving more rigor and enrichment activities.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

Lesson plans, CWT's

Plan to Monitor Effectiveness of G7.B1.S1

More rigorous activities in math classes.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Progress monitoring assessments

Evidence of Completion

Student scores on Progress Monitoring assessments

G8. OTEs will increase the percentage of students making gains in math on FCAT from 68% to 70%.

G8.B1 Gaps in student knowledge due to new grade level standards and progressing toward CCSS in Math.

G8.B1.S1 Vertical team meetings to discuss skills needed for success in next grade.

Action Step 1

Vertical team meetings will be held to discuss skills needed for success in next grade.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Notes and sign-in sheets from team meetings.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Vertical team meetings will be held to discuss skills needed for success in next grade.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

quarterly

Evidence of Completion

sign-in sheets and notes from meetings and observations of instruction during CWT's and on lesson plans

Plan to Monitor Effectiveness of G8.B1.S1

Vertical team meetings will be held to discuss skills needed for success in next grade.

Person or Persons Responsible

administrators, classroom teachers

Target Dates or Schedule

Progress monitoring assessments and classroom assessments

Evidence of Completion

Data on Progress monitoring assessments and classroom assessments

G8.B2 New Math Series

G8.B2.S1 Professional development on new math series

Action Step 1

Professional development on new math series

Person or Persons Responsible

county office, administrators

Target Dates or Schedule

inservice days, early release days, afterschool

Evidence of Completion

agendas, sign-in sheets

Facilitator:

textbook representative

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Professional development on new math series.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

inservice days, early release days, afterschool

Evidence of Completion

agendas, sign-in sheets

Plan to Monitor Effectiveness of G8.B2.S1

Professional development on new math series

Person or Persons Responsible

administrators, classroom teachers

Target Dates or Schedule

CWT's, lesson plans

Evidence of Completion

Observations of strategies learned in Professional development being used in classrooms during CWT's and on lesson plans.

G9. OTEs will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.

G9.B1 Students reading abilities and vocabulary knowledge level hinder their understanding of word problems.

G9.B1.S1 Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction.

Action Step 1

Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

Observation of use of strategy during classroom walkthroughs.

Facilitator:

Administrator, Coach, outside faciitator

Participants:

classroom teachers, administrators

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction

Person or Persons Responsible

administrators

Target Dates or Schedule

during CWT's and on lesson plans

Evidence of Completion

Observations on CWT's and documentation on lesson plans

Plan to Monitor Effectiveness of G9.B1.S1

Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction

Person or Persons Responsible

classroom teachers and administrators

Target Dates or Schedule

During data review meetings after Progress monitoring assessments

Evidence of Completion

Student performance on Progress Monitoring Assessments

G9.B2 Students lack of basic math foundations and math facts.

G9.B2.S1 Students will receive instruction in targeted areas of need during small group and center instruction.

Action Step 1

Students will receive instruction in targeted areas of need during small group and center instruction

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

Observations during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Students will receive instruction in targeted areas of need during small group and center instruction

Person or Persons Responsible

administrators

Target Dates or Schedule

during Classroom walkthroughs

Evidence of Completion

Observations during CWT's and on lesson plans

Plan to Monitor Effectiveness of G9.B2.S1

Students will receive instruction in targeted areas of need during small group and center instruction

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

during data review meetings following Progress Monitoring assessments

Evidence of Completion

Student performance on Progress monitoring assessments and other classroom assessments.

G9.B2.S2 Use of Accelerated Math Program

Action Step 1

Use of Accelerated Math Program

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Math center instruction time

Evidence of Completion

Reports on Accelerated Math program

Facilitator:

Accelerated Math Representative

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Use of Accelerated Math Program

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

Data review meetings and team meetings

Evidence of Completion

Reports from Accelerated Math

Plan to Monitor Effectiveness of G9.B2.S2

Use of Accelerated Math Program

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

during data review meetings and team meetings

Evidence of Completion

Student performance on Progress Monitoring Assessments

G9.B3 Lack of hands on activities in math classes

G9.B3.S1 Increase use of hands on activities in math classes.

Action Step 1

Increase use of hands on activities in math classes.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

observations during classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Increase use of hands on activities in math classes.

Person or Persons Responsible

administrators

Target Dates or Schedule

CWT's

Evidence of Completion

Observations during CWT's and lesson plans

Plan to Monitor Effectiveness of G9.B3.S1

Increase use of hands on activities in math classes.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

progress monitoring assessments

Evidence of Completion

Student scores on progress monitoring assessments and classroom tests

G10. OTES will increase the percentage of students scoring level 3 on FCAT science from 38% to 40%.

G10.B1 Limited Science vocabulary.

G10.B1.S1 School-wide focus on grade level appropriate science vocabulary.

Action Step 1

School-wide focus on grade level appropriate science vocabulary.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

observations during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G10.B1.S1

School-wide focus on grade level appropriate science vocabulary.

Person or Persons Responsible

administrators

Target Dates or Schedule

CWT's

Evidence of Completion

observations during CWT's and lesson plans

Plan to Monitor Effectiveness of G10.B1.S1

School-wide focus on grade level appropriate science vocabulary.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

classroom assessments

Evidence of Completion

Student scores on Progress Monitoring assessments and classroom assessments.

G11. OTES will increase the percentage of students scoring level 4 or 5 on FCAT science.

G11.B1 Ability to read and understand Non-Fiction Science Text.

G11.B1.S1 Use of non-fiction science content books for reading instruction.

Action Step 1

Use of non-fiction science content books for reading instruction.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

during reading and science blocks

Evidence of Completion

Classroom observations and lesson plans

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Use of non-fiction science content books for reading instruction.

Person or Persons Responsible

administrators

Target Dates or Schedule

during reading and science blocks

Evidence of Completion

observations and lesson plans

Plan to Monitor Effectiveness of G11.B1.S1

Use of non-fiction science content books for reading instruction.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Discussions at grade-level and data meetings

Evidence of Completion

Student performance on Assessments.

G11.B1.S2 Use CLOSE Read strategies.

Action Step 1

Use CLOSE Read strategies.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

During content area and reading blocks

Evidence of Completion

observations

Action Step 2

Use CLOSE Read strategies.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

During content area and reading blocks

Evidence of Completion

observations

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Use CLOSE Read strategies.

Person or Persons Responsible

administrators

Target Dates or Schedule

CWT's

Evidence of Completion

observations and lesson plans

Plan to Monitor Effectiveness of G11.B1.S2

Use CLOSE Read strategies.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

progress monitoring

Evidence of Completion

scores on progress monitoring assessments and classroom assessments

G11.B2 Lack of student interest and basic knowledge of science topics.

G11.B2.S1 Offer family science nights for students in grades 3-5.

Action Step 1

Family Science nights for parents and students to enjoy hands on science activities.

Person or Persons Responsible

Deanne Roberts

Target Dates or Schedule

Monthly

Evidence of Completion

sign-in sheets

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Family Science Nights

Person or Persons Responsible

Deanne Roberts

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of G11.B2.S1

Family Science Nights

Person or Persons Responsible

Deanne Roberts, administrators

Target Dates or Schedule

monthly

Evidence of Completion

Attendance at science nights, scores on progress monitoring assessments

G12. OTES will increase the percentage Students with Disabilities scoring at or above level 3 on FCAT Reading from 28% to 35%.

G12.B1 Wide range of reading, comprehension, fluency and vocabulary deficiencies among SWD

G12.B1.S1 Rtl small group instruction targeted to individual needs and skills.

Action Step 1

Rtl small group instruction targeted to individual needs and skills.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations during CWT's, lesson plans

Action Step 2

Rtl small group instruction targeted to individual needs and skills.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Observations during CWT's, lesson plans

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Rtl small group instruction targeted to individual needs and skills.

Person or Persons Responsible

administrators

Target Dates or Schedule

CWT's

Evidence of Completion

Observations on CWT's and lesson plans

Plan to Monitor Effectiveness of G12.B1.S1

RtI small group instruction targeted to individual needs and skills.

Person or Persons Responsible

classroom teachers, Administrators

Target Dates or Schedule

Progress Monitoring assessments

Evidence of Completion

Student performance on Progress Monitoring Assessments

G13. OTES will increase the percent of Students with Disabilities scoring at level 3 and above on FCAT math from 51% to 53%.

G13.B1 Lack of fluency of basic math skills.

G13.B1.S1 Students will receive instruction in targeted areas of need during small group and center instruction.

Action Step 1

Students will receive instruction in targeted areas of need during small group and center instruction.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, observations in CWT's

Action Step 2

Students will receive instruction in targeted areas of need during small group and center instruction.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, observations in CWT's

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Students will receive instruction in targeted areas of need during small group and center instruction.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

CWT's

Evidence of Completion

Observations during CWT's , lesson plans

Plan to Monitor Effectiveness of G13.B1.S1

Students will receive instruction in targeted areas of need during small group and center instruction.

Person or Persons Responsible

classroom teachers, administrators

Target Dates or Schedule

progress monitoring assessments

Evidence of Completion

student achievement on progress monitoring assessments and classroom assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I provides OTES with funding for one intervention teacher, percentage of the reading coach, and four 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. OTES will increase the percentage of students scoring Level 3 or above on Reading FCAT 2.0 from 63% to 70%.

G1.B2 New reading curriculum

G1.B2.S1 Professional development on new reading series

PD Opportunity 1

Professional Development on reading series

Facilitator

Houghton Mifflin Harcourt Consultant

Participants

Classroom teachers, Administrators, Reading Coach

Target Dates or Schedule

Before start of school and throughout school year

Evidence of Completion

Sign-in sheets or attendance at PD

G1.B3 Lack of high complexity lessons

G1.B3.S1 Reading Coach and administration will provide professional development on the Common Core, specifically 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 common core, read a louds, close reads and CIS.

Facilitator

Reading Coach, Principal, Assistant Principal

Participants

Classroom Teachers

Target Dates or Schedule

Throughout school year - early release days and in-service days

Evidence of Completion

Schedule of PD activities

G2. OTES will increase the percentage of students scoring level 4 or higher on Reading FCAT 2.0 from 28% to 30%.

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

Target Dates or Schedule

Early Release Days, Inservice Days, After School

Evidence of Completion

Agendas from PD and sign-in sheets from PD

G3. OTE will increase the percentage of students making learning gains on Reading FCAT from 60% to 65%.

G3.B3 Transfer of skills and strategies to assessments.

G3.B3.S1 Teachers will use the Gradual Release of Responsibility to instruct reading strategies: Making connections, PAS, and QAR. Once students can use independently with Texts teachers will then repeat the Instructional process using the same strategies during assessment preparation.

PD Opportunity 1

Professional Development on reading strategies.

Facilitator

Principal, reading coach

Participants

classroom teachers

Target Dates or Schedule

inservice days, afterschool, early release days

Evidence of Completion

sign-in sheets and agendas from trainings

G5. OTE will increase the percentage of students scoring at a 3.5 achievement level in writing from 58% to 60%.

G5.B2 Grade levels lack of knowledge of writing expectations.

G5.B2.S1 CCSS training on writing expectations.

PD Opportunity 1

Training on CCSS writing expectations.

Facilitator

Reading Coach, administrators

Participants

classroom teachers

Target Dates or Schedule

inservice days, early release days and afterschool

Evidence of Completion

sign-in sheets, agendas

G7. OTES will increase the percentage of students scoring level 4 or higher on FCAT math from 28% to 30%.

G7.B1 Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5.

G7.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

Target Dates or Schedule

inservice days, early release days, and afterschool

Evidence of Completion

sign-in sheets and agendas

G8. OTES will increase the percentage of students making gains in math on FCAT from 68% to 70%.

G8.B2 New Math Series

G8.B2.S1 Professional development on new math series

PD Opportunity 1

Professional development on new math series

Facilitator

textbook representative

Participants

classroom teachers

Target Dates or Schedule

inservice days, early release days, afterschool

Evidence of Completion

agendas, sign-in sheets

G9. OTES will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.

G9.B1 Students reading abilities and vocabulary knowledge level hinder their understanding of word problems.

G9.B1.S1 Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction.

PD Opportunity 1

Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction

Facilitator

Administrator, Coach, outside facilitator

Participants

classroom teachers, administrators

Target Dates or Schedule

daily

Evidence of Completion

Observation of use of strategy during classroom walkthroughs.

G9.B2 Students lack of basic math foundations and math facts.

G9.B2.S2 Use of Accelerated Math Program

PD Opportunity 1

Use of Accelerated Math Program

Facilitator

Accelerated Math Representative

Participants

classroom teachers

Target Dates or Schedule

Math center instruction time

Evidence of Completion

Reports on Accelerated Math program

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	OTES will increase the percentage of students scoring Level 3 or above on Reading FCAT 2.0 from 63% to 70%.	\$3,000
G3.	OTE will increase the percentage of students making learning gains on Reading FCAT from 60% to 65%.	\$5,000
G4.	OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%	\$28,000
G5.	OTES will increase the percentage of students scoring at a 3.5 achievement level in writing from 58% to 60%.	\$780
G9.	OTES will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.	\$11,756
G10.	OTES will increase the percentage of students scoring level 3 on FCAT science from 38% to 40%.	\$1,233
Total		\$49,769

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Evidence-Based Program	Technology	Evidence-Based Materials	Total
General Fund	\$3,780	\$0	\$0	\$0	\$0	\$3,780
Title 1	\$5,000	\$28,000	\$8,756	\$3,000	\$1,233	\$45,989
Total	\$8,780	\$28,000	\$8,756	\$3,000	\$1,233	\$49,769

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. OTEs will increase the percentage of students scoring Level 3 or above on Reading FCAT 2.0 from 63% to 70%.

G1.B1 Lack of student motivation

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

Action Step 1

School wide incentive program to recognize academic achievements.

Resource Type

Other

Resource

Incentives for academic achievements, behavior and attendance

Funding Source

General Fund

Amount Needed

\$3,000

G3. OTE will increase the percentage of students making learning gains on Reading FCAT from 60% to 65%.

G3.B2 Lack of Parental Support

G3.B2.S1 Increase opportunities for parents to be involved in learning activities with their child.

Action Step 1

Increase parent involvement activities at OTE by offering family science nights, parent make and take workshops, art and science fairs, family art nights and cub days during the school day.

Resource Type

Other

Resource

Materials for parent make and take workshops and learning wheels games for home learning

Funding Source

Title 1

Amount Needed

\$5,000

G4. OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%

G4.B3 Lack of Tutoring for students.

G4.B3.S1 Offer tutoring to students afterschool,

Action Step 1

Offer tutoring to students after school.

Resource Type

Personnel

Resource

Personnel to offer tutoring after school to Level 1 and 2 students and materials for use in tutoring

Funding Source

Title 1

Amount Needed

\$28,000

G5. OTEs will increase the percentage of students scoring at a 3.5 achievement level in writing from 58% to 60%.

G5.B1 Lack of grammar skills, spelling, and conventions in writing.

G5.B1.S1 Vertical planning to develop a school-wide curriculum map for grammar.

Action Step 1

Develop a school-wide curriculum map for grammar instruction.

Resource Type

Other

Resource

Write Score will score on demand writing prompts

Funding Source

General Fund

Amount Needed

\$780

G9. OTEs will increase the percentage of students in the bottom 25% making learning gains on Math FCAT from 56% to 60%.

G9.B1 Students reading abilities and vocabulary knowledge level hinder their understanding of word problems.

G9.B1.S1 Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction.

Action Step 1

Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction

Resource Type

Evidence-Based Program

Resource

Accaletics Math program

Funding Source

Title 1

Amount Needed

\$8,756

G9.B2 Students lack of basic math foundations and math facts.

G9.B2.S2 Use of Accelerated Math Program

Action Step 1

Use of Accelerated Math Program

Resource Type

Technology

Resource

Computer math program for math skill practice and progress monitoring

Funding Source

Title 1

Amount Needed

\$3,000

G10. OTES will increase the percentage of students scoring level 3 on FCAT science from 38% to 40%.

G10.B1 Limited Science vocabulary.

G10.B1.S1 School-wide focus on grade level appropriate science vocabulary.

Action Step 1

School-wide focus on grade level appropriate science vocabulary.

Resource Type

Evidence-Based Materials

Resource

Accaletics Science

Funding Source

Title 1

Amount Needed

\$1,233