

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
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
9%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Dixie County School Board on 1/13/2015.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	16
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	60
Appendix 2: Professional Development and Technical Assistance Outlines	64
Professional Development Opportunities	65
Technical Assistance Items	70
Appendix 3: Budget to Support Goals	71

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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
	K	1	2	3	4	5	
Attendance below 90 percent	0	14	7	6	5	6	38
One or more suspensions	1	1	3	2	3	3	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	13	12	37

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	1	5

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

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

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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
Identify the name, email address and position title for each member of the school leadership team.:

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/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.

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/Rtl addresses the needs of all students, therefore, the MTSS/Rtl 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

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Karen Tillis	Principal
DeAnne Whittington	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

Funding for FCAT reward trip - \$3000.00

Students scoring level 4 or 5 on FCAT or students in bottom 25% making a years growth were awarded a trip to Lego Land over the summer.

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

Identify the name, email address and position title for each member of the school-based LLT.:

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.

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 level 1 or 2 on 2014 FCAT or below grade level on STAR reading or math, or DISCOVERY ED test 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

Bray, Frances, francesbray@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(Discovery Education, 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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 70% of OTE students will score level 3 or above on the FSA reading assessment.
- G2.** OTE will increase the percentage of students scoring level 4 or higher in Reading from 32% on FCAT to 35% on FSA.
- G3.** OTE will increase the percentage of students making learning gains in reading from 73% on FCAT 2.0 to to 75% on FSA English Language Arts.
- G4.** OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%
- G5.** 66% of OTE students will score level 3 or higher on FSA Math assessment.
- G6.** OTE will increase the percentage of students scoring level 4 or higher in Math from 32% on FCAT to 35% on FSA.
- G7.** OTE will increase the percentage of students making gains in math from 68% on FCAT 2.0 to 70% on FSA.
- G8.** OTE will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.
- G9.** OTE will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%.
- G10.** OTE will increase the percentage Students with Disabilities scoring at or above level 3 in Reading from 33% on FCAT to 35% on FSA.
- G11.** OTE will increase the percent of Students with Disabilities scoring at level 3 and above in math from 47% on FCAT to 50% on FSA.

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. 70% of OTE students will score level 3 or above on the FSA reading assessment. 1a

 G045246

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of student motivation
- Lack of high complexity lessons
- New standards and New Assessment

Plan to Monitor Progress Toward G1. 8

Progress monitoring assessments - Discovery Education, STAR, Kid Biz

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

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 in Reading from 32% on FCAT to 35% on FSA. 1a

G045247

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	35.0

Resources Available to Support the Goal 2

- Achieve 3000

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 6/4/2015

Evidence of Completion

Increase in number of levels 4 and 5 on FSA

G3. OTE will increase the percentage of students making learning gains in reading from 73% on FCAT 2.0 to to 75% on FSA English Language Arts. 1a

G045248

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

Resources Available to Support the Goal 2

- Materials for make and take parent trainings

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Increase in students making gains

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

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% **1a**

G045249

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- STAR Reading, Discovery Education, Accelerated Reading

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G4. **8**

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

Person Responsible

Karen Tillis

Schedule

Quarterly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Student performance on Progress monitoring assessments and FCAT

G5. 66% of OTE students will score level 3 or higher on FSA Math assessment. 1a

G045251

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	66.0

Resources Available to Support the Goal 2

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

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.
- New Standards and Assessment

Plan to Monitor Progress Toward G5. 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 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance on progress monitoring assessments and on FSA

G6. OTES will increase the percentage of students scoring level 4 or higher in Math from 32% on FCAT to 35% on FSA. 1a

G045252

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	35.0

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 G6. 8

OTES will increase the percentage of students scoring level 4 or higher in Math from 32% on FCAT to 35% on FSA.

Person Responsible

Karen Tillis

Schedule

On 6/4/2015

Evidence of Completion

Student performance on progress monitoring assessments and on FCAT.

G7. OTES will increase the percentage of students making gains in math from 68% on FCAT 2.0 to 70% on FSA. **1a**

G045253

Targets Supported **1b**

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**

- Gaps in student knowledge due to new grade level standards and progressing toward Florida Standards in Math.
- New Assessment

Plan to Monitor Progress Toward G7. **8**

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

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring data

G8. OTES will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%. **1a**

G045254

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	82.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- 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 G8. **8**

OTES will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student scores on Progress monitoring assessments and FSA

G9. OTES will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%. 1a

G045255

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Science Acaletics
- AIMS Science PD

Targeted Barriers to Achieving the Goal 3

- Limited Science vocabulary.

Plan to Monitor Progress Toward G9. 8

OTES will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student performance on Assessments and FCAT

G10. OTES will increase the percentage Students with Disabilities scoring at or above level 3 in Reading from 33% on FCAT to 35% on FSA. 1a

G045257

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	60.0

Resources Available to Support the Goal 2

- ACHIEVE 3000

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 G10. 8

OTES will increase the percentage Students with Disabilities scoring at or above level 3 in Reading from 33% on FCAT to 35% on FSA.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance on Progress Monitoring Assessments and FSA

G11. OTES will increase the percent of Students with Disabilities scoring at level 3 and above in math from 47% on FCAT to 50% on FSA. 1a

G045258

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	57.0

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 G11. 8

OTES will increase the percent of Students with Disabilities scoring at level 3 and above in math from 47% on FCAT to 50% on FSA.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

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. 70% of OTE students will score level 3 or above on the FSA reading assessment. **1**

 G045246

G1.B1 Lack of student motivation **2**

 B111647

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

 S123086

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 8/18/2014 to 6/4/2015

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 8/18/2014 to 6/4/2015

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 8/18/2014 to 6/4/2015


Evidence of Completion

classroom test scores, progress monitoring results

G1.B2 Lack of high complexity lessons **2**

 B111649

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**

 S123088

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 8/18/2014 to 6/4/2015

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 9/25/2014 to 6/4/2015

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 9/25/2014 to 6/4/2015


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.B3 New standards and New Assessment 2

 B118884

G1.B3.S1 Professional development will be provided to familiarize teachers on the new Florida standards and the format of the new assessments. 4

 S137175

Strategy Rationale

In order for teachers to provide the instruction needed for students to be successful on the new FSA they must be trained on the standards and assessment format.

Action Step 1 5

Professional Development on new standards and format of new assessment will be offered to all teachers.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Professional development will be held afterschool and on Saturdays for classroom teachers.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets from trainings

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness of Professional Development held will be evident in classroom instruction and student success on progress monitoring assessments.

Person Responsible

Karen Tillis

Schedule

Daily, from 10/7/2014 to 6/4/2015

Evidence of Completion

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

G2. OTES will increase the percentage of students scoring level 4 or higher in Reading from 32% on FCAT to 35% on FSA. **1**

G045247

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

B111651

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**

S123089

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 9/2/2014 to 6/4/2015

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 9/2/2014 to 6/4/2015

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

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

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

G2.B2 Lack of enrichment activities for students. 2

 B111652

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

 S123090

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 1/12/2015 to 5/29/2015

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 5/29/2015

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 1/19/2015 to 5/29/2015

Evidence of Completion

Participation in Fairs

G3. OTE will increase the percentage of students making learning gains in reading from 73% on FCAT 2.0 to 75% on FSA English Language Arts. **1**

G045248

G3.B1 Lack of Parental Support **2**

B111654

G3.B1.S1 Increase opportunities for parents to be involved in learning activities with their child. **4**

S123091

Strategy Rationale

Providing opportunities for parents to participate in learning activities with their children will allow them to get more involved in their child's learning.

Action Step 1 **5**

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 Responsible

Chris Lord

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas and parent sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

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

Person Responsible

Susan Crise

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets and agendas from meetings.

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

Parent Involvement activities

Person Responsible

Chris Lord

Schedule

Monthly, from 10/6/2014 to 6/4/2015


Evidence of Completion

sign-in sheets and agendas

G3.B2 Transfer of skills and strategies to assessments. 2

 B111655

G3.B2.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. 4

 S123092

Strategy Rationale

Using the gradual release process students will see strategies modeled, then use strategies with help and then will be able to use the strategies independently on assignments and assessments

Action Step 1 5

Professional Development on reading strategies.

Person Responsible

Susan Crise

Schedule

Every 2 Months, from 10/6/2014 to 6/4/2015

Evidence of Completion

sign-in sheets and agendas from trainings

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

Instruction and use of reading strategies in classes.

Person Responsible

Karen Tillis

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Observation of use of reading strategies.

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

Effectiveness of strategies

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

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%

1

G045249

G4.B1 Wide range of reading comprehension, fluency and vocabulary issues among students. 2

B111656

G4.B1.S1 Offer students more individualized instruction through differentiated instruction and RTI process. 4

S123093

Strategy Rationale

Using data from progress monitoring assessments to group students and offer more individualized instruction will allow for more gains.

Action Step 1 5

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

Person Responsible

Susan Crise

Schedule

Daily, from 8/18/2014 to 6/4/2015

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 6

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

Person Responsible

Karen Tillis

Schedule

Monthly, from 9/29/2014 to 6/4/2015

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 Implementation of G4.B1.S1 7

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

Person Responsible

Karen Tillis

Schedule

Quarterly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Student performance on progress monitoring assessments.

G4.B2 Fluency 2

 B111657

G4.B2.S1 Increase reading fluency of students. 4

 S132769

Strategy Rationale

Students who struggle with fluency spend too much time trying to decode text and therefore have a hard time comprehending what they are reading.

Action Step 1 5

Students identified with fluency issues will receive additional help with fluency through programs such as Read Naturally, Great Leaps, SRA, etc.

Person Responsible

Susan Crise

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Student progress and goals will be discussed at RTI meetings.

Person Responsible

Susan Crise

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Observations during CWT's, data presented at RTI meetings.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Data on progress monitoring assessments.

Person Responsible

Susan Crise

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Data reviewed at RTI meetings, observations during CWT's.

G4.B3 Lack of Tutoring for students. 2

B111658

G4.B3.S1 Offer tutoring to students afterschool, 4

S123094

Strategy Rationale

Additional time to give students in lower 25% more individualized instruction will increase their reading achievement.

Action Step 1 5

Offer tutoring to students after school.

Person Responsible

Frances Bray

Schedule

Weekly, from 10/14/2014 to 3/10/2015

Evidence of Completion

attendance sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Afterschool tutoring

Person Responsible

Frances Bray

Schedule

Monthly, from 10/14/2014 to 3/10/2015

Evidence of Completion

Lesson plans, tutoring walkthroughs

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Tutoring for students

Person Responsible

Frances Bray

Schedule

Monthly, from 10/14/2014 to 3/10/2015

Evidence of Completion

Performance on progress monitoring assessments


G5. 66% of OTE students will score level 3 or higher on FSA Math assessment. 1

 G045251

G5.B1 Lack of retention of math skills and concepts from previous years. 2

 B111661

G5.B1.S1 Daily spiral review with Acaletics and Math warm-ups. 4

 S123097

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 9/2/2014 to 6/4/2015

Evidence of Completion

Lessons observed in CWT's and lesson plans

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

Daily use of Acaletics and math warm-ups.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observations of lesson in CWT's

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

Effectiveness of Acaletics and math warm-ups

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student scores on Progress monitoring assessments and Big Idea Assessments

G5.B2 Lack of differentiated instruction during math classes school-wide. 2

 B111662

G5.B2.S1 Use of small groups or centers during a portion of math block to pull students to remediate skills already taught. 4

 S123098

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 9/2/2014 to 6/4/2015

Evidence of Completion

observations by administrators during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G5.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 9/2/2014 to 6/4/2015

Evidence of Completion

observation of lessons and lesson plans

Plan to Monitor Effectiveness of Implementation of G5.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 9/2/2014 to 6/4/2015

Evidence of Completion

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

G5.B3 New Standards and Assessment 2

 B119424

G5.B3.S1 Professional development on new standards and assessments. 4

 S132887

Strategy Rationale

Teachers need to be familiar with the standards they are to teach and the format of the assessments they will be giving.

Action Step 1 5

Professional development will be given to teachers on new standards and FSA assessment.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Teachers will attend professional development on Wednesdays afterschool and on early release days.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets from PD, evidence of practices during CWT's.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Data from progress monitoring assessments, observations from CWT's.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Data on Progress monitoring assessments.


G6. OTEs will increase the percentage of students scoring level 4 or higher in Math from 32% on FCAT to 35% on FSA. **1**

 G045252

G6.B1 Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5. **2**

 B111663

G6.B1.S1 Professional development for teachers on Rigor and Enrichment. **4**

 S123099

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 10/6/2014 to 6/4/2015

Evidence of Completion

sign-in sheets and agendas

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

Activities in classrooms involving more rigor and enrichment activities.

Person Responsible

Karen Tillis

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson plans,CWT's

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

More rigorous activities in math classes.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Student scores on Progress Monitoring assessments

G7. OTES will increase the percentage of students making gains in math from 68% on FCAT 2.0 to 70% on FSA. 1

 G045253

G7.B1 Gaps in student knowledge due to new grade level standards and progressing toward Florida Standards in Math. 2

 B111664

G7.B1.S1 Vertical team meetings to discuss skills needed for success in next grade. 4

 S123100

Strategy Rationale

Making teachers aware of what is expected of students in the previous and following years will help with instruction in making students successful.

Action Step 1 5

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

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Notes and sign-in sheets from team meetings.

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

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

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

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 Implementation of G7.B1.S1 7

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

Person Responsible

Karen Tillis

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Data on Progress monitoring assessments and classroom assessments

G8. OTES will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.

1

G045254

G8.B1 Students reading abilities and vocabulary knowledge level hinder their understanding of word problems. 2

B111666

G8.B1.S1 Teachers will use FSA/Academic language during daily activities and will use the gradual release model for instruction. 4

S123102

Strategy Rationale

Exposing students daily to academic language will help in their understanding of word problems.

Action Step 1 5

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

Person Responsible

Karen Tillis

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observation of use of strategy during classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

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

Person Responsible

Karen Tillis

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observations on CWT's and documentation on lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

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

Person Responsible

Karen Tillis


Schedule

Daily, from 8/18/2014 to 8/18/2014

Evidence of Completion

Student performance on Progress Monitoring Assessments

G8.B2 Students lack of basic math foundations and math facts. 2

 B111667

G8.B2.S1 Vertical alignment of all math skills across grade levels. 4

 S123103

Strategy Rationale

Making grade levels aware of the skills needed in prior years and following years will help in the building of skills.

Action Step 1 5

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

Person Responsible

Karen Tillis

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson plans, timed test results

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Timed skill tests will be developed and given at each grade level for appropriate skills.

Person Responsible

Karen Tillis

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Results on timed tests.

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Timed fluency tests will be given periodically to all students.

Person Responsible

Karen Tillis

Schedule

Monthly, from 10/6/2014 to 6/4/2015


Evidence of Completion

Student performance on Assessments.

G8.B3 Lack of hands on activities in math classes **2**

 B111668

G8.B3.S1 Increase use of hands on activities in math classes. **4**

 S123105

Strategy Rationale

Hands on activities will help lower level students learn and retain skills.

Action Step 1 **5**

Increase use of hands on activities in math classes.

Person Responsible

Karen Tillis

Schedule

Daily, from 10/6/2014 to 6/4/2015

Evidence of Completion

observations during classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G8.B3.S1 **6**

Increase use of hands on activities in math classes.

Person Responsible

Karen Tillis

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Observations during CWT's and lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Increase use of hands on activities in math classes.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015


Evidence of Completion

Student scores on progress monitoring assessments and classroom tests


G9. OTES will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%. 1

 G045255

G9.B1 Limited Science vocabulary. 2

 B111669

G9.B1.S1 School-wide focus on grade level appropriate science vocabulary. 4

 S123106

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 8/18/2014 to 6/4/2015

Evidence of Completion

observations during CWT's and lesson plans

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

School-wide focus on grade level appropriate science vocabulary.

Person Responsible

Karen Tillis

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

School-wide focus on grade level appropriate science vocabulary.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student scores on Progress Monitoring assessments and classroom assessments.


G10. OTES will increase the percentage Students with Disabilities scoring at or above level 3 in Reading from 33% on FCAT to 35% on FSA. **1**

 G045257

G10.B1 Wide range of reading, comprehension, fluency and vocabulary deficiencies among SWD **2**

 B111672

G10.B1.S1 Rtl small group instruction targeted to individual needs and skills. **4**

 S123110

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**

Rtl small group instruction targeted to individual needs and skills.

Person Responsible

Karen Tillis

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observations during CWT's, lesson plans

Plan to Monitor Fidelity of Implementation of G10.B1.S1 **6**

Rtl small group instruction targeted to individual needs and skills.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observations on CWT's and lesson plans

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Rtl small group instruction targeted to individual needs and skills.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/2/2014 to 6/4/2015


Evidence of Completion

Student performance on Progress Monitoring Assessments

G10.B2 Time to deliver Intensive Instruction to students. 2

 B111673

G10.B2.S1 Scheduled RTI time in all classes for small group individualized instruction. 4

 S137160

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 8/18/2014 to 6/4/2015

Evidence of Completion

Observations during CWT's and lesson plans.

Plan to Monitor Fidelity of Implementation of G10.B2.S1 6

Small group instruction during scheduled RTI time.

Person Responsible

Karen Tillis

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observations during CWT's and lesson plans.

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 7

Student performance on progress monitoring assessments.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance on progress monitoring assessments.

G11. OTES will increase the percent of Students with Disabilities scoring at level 3 and above in math from 47% on FCAT to 50% on FSA. 1

G045258

G11.B1 Lack of fluency of basic math skills. 2

B111674

G11.B1.S1 Vertical alignment of basic math skills across grade levels. 4

S123111

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 10/1/2014 to 6/4/2015

Evidence of Completion

lesson plans, observations in CWT's, timed tests

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Timed skill tests developed and given at each grade level.

Person Responsible

Karen Tillis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

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

Person Responsible

Karen Tillis

Schedule

Monthly, from 10/6/2014 to 6/4/2015

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	8/18/2014	Number of students earning 9-week school-wide reward	6/4/2015 quarterly
G1.B2.S1.A1	Professional development will be provided on read a louds, close reads and CIS.	Tillis, Karen	8/18/2014	Schedule of PD activities	6/4/2015 monthly
G2.B1.S1.A1	Professional Development activities on text complexity, read alouds, CIS, and close reads.	Tillis, Karen	9/2/2014	Agendas from PD and sign-in sheets from PD	6/4/2015 monthly
G2.B2.S1.A1	A Science and Art Fair will be held at OTE	Crise, Susan	1/12/2015	Participation in Fairs	5/29/2015 annually
G3.B1.S1.A1	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.	Lord, Chris	8/18/2014	Agendas and parent sign-in sheets	6/4/2015 monthly
G3.B2.S1.A1	Professional Development on reading strategies.	Crise, Susan	10/6/2014	sign-in sheets and agendas from trainings	6/4/2015 every-2-months
G4.B1.S1.A1	More small group and individualized instruction to students in lowest 25%.	Crise, Susan	8/18/2014	Observation of small group instruction during CWT's and completion of RTI plans.	6/4/2015 daily
G4.B3.S1.A1	Offer tutoring to students after school.	Bray, Frances	10/14/2014	attendance sheets	3/10/2015 weekly
G5.B1.S1.A1	Daily review with Acaletics and math warm-ups.	Tillis, Karen	9/2/2014	Lessons observed in CWT's and lesson plans	6/4/2015 daily
G5.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	9/2/2014	observations by administrators during CWT's and lesson plans	6/4/2015 daily
G6.B1.S1.A1	Professional development on rigor and enrichment.	Tillis, Karen	10/6/2014	sign-in sheets and agendas	6/4/2015 monthly
G7.B1.S1.A1	Vertical team meetings will be held to discuss skills needed for success in next grade.	Tillis, Karen	8/18/2014	Notes and sign-in sheets from team meetings.	5/29/2015 quarterly
G8.B1.S1.A1	Teachers will use FCAT/Academic language during daily activities and will	Tillis, Karen	8/18/2014	Observation of use of strategy during classroom walkthroughs.	6/4/2015 daily

Dixie - 0041 - Old Town Elementary School - 2014-15 SIP
Old Town Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	use the gradual release model for instruction				
G8.B2.S1.A1	Identify the basic skills needed in each grade level and test for mastery of skills with timed tests.	Tillis, Karen	10/6/2014	Lesson plans, timed test results	6/4/2015 monthly
G8.B3.S1.A1	Increase use of hands on activities in math classes.	Tillis, Karen	10/6/2014	observations during classroom walkthroughs	6/4/2015 daily
G9.B1.S1.A1	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/18/2014	observations during CWT's and lesson plans	6/4/2015 daily
G10.B1.S1.A1	Rtl small group instruction targeted to individual needs and skills.	Tillis, Karen	8/18/2014	Observations during CWT's, lesson plans	6/4/2015 daily
G11.B1.S1.A1	Identify basic skills needed in each grade level and test for mastery of skills with timed fluency tests.	Tillis, Karen	10/1/2014	lesson plans, observations in CWT's, timed tests	6/4/2015 quarterly
G4.B2.S1.A1	Students identified with fluency issues will receive additional help with fluency through programs such as Read Naturally, Great Leaps, SRA, etc.	Crise, Susan	9/29/2014		6/4/2015 monthly
G5.B3.S1.A1	Professional development will be given to teachers on new standards and FSA assessment.	Tillis, Karen	8/18/2014		5/29/2015 weekly
G10.B2.S1.A1	Each class will have a scheduled RTI time to offer small group instruction to students based on need.	Tillis, Karen	8/18/2014	Observations during CWT's and lesson plans.	6/4/2015 daily
G1.B3.S1.A1	Professional Development on new standards and format of new assessment will be offered to all teachers.	Tillis, Karen	8/12/2014	Sign-in sheets	6/4/2015 monthly
G1.MA1	Progress monitoring assessments - Discovery Education, STAR, Kid Biz	Tillis, Karen	8/18/2014	Increase in achievement levels of students on progress monitoring assessments	6/4/2015 quarterly
G1.B1.S1.MA1	School-wide incentive program	Lord, Chris	8/18/2014	classroom test scores, progress monitoring results	6/4/2015 quarterly
G1.B1.S1.MA1	School-wide incentive program	Lord, Chris	8/18/2014	Participation in 9 week incentive	6/4/2015 quarterly
G1.B2.S1.MA1	Progress Monitoring Assessments	Tillis, Karen	9/25/2014	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.	6/4/2015 quarterly
G1.B2.S1.MA1	Evidence of use of strategies in classrooms in all academic areas.	Tillis, Karen	9/25/2014	Observation of use of strategies throughout day in all content areas	6/4/2015 weekly
G1.B3.S1.MA1	Effectiveness of Professional Development held will be evident in classroom instruction and student success on progress monitoring assessments.	Tillis, Karen	10/7/2014	Observations during CWT's and student performance on progress monitoring assessments.	6/4/2015 daily
G1.B3.S1.MA1	Professional development will be held afterschool and on Saturdays for classroom teachers.	Tillis, Karen	8/12/2014	Sign-in sheets from trainings	6/4/2015 weekly
G2.MA1	Increase in levels 4 and 5 on FSA	Tillis, Karen	9/2/2014	Increase in number of levels 4 and 5 on FSA	6/4/2015 one-time
G2.B1.S1.MA1	Effectiveness of differentiated lessons with complex text.		9/2/2014	Increase in number of students scoring at high level on Progress Monitoring Assessments	6/4/2015 quarterly

Dixie - 0041 - Old Town Elementary School - 2014-15 SIP
Old Town Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Engaging and enriching lessons using complex texts.	Tillis, Karen	9/2/2014	Observation of use of strategies CWT's and review of student data on progress monitoring assessments	6/4/2015 biweekly
G2.B2.S1.MA1	Science, History, and Art Fairs	Crise, Susan	1/19/2015	Participation in Fairs	5/29/2015 annually
G2.B2.S1.MA1	Science, History and Art Fairs	Crise, Susan	1/19/2015	Participation in Fairs	5/29/2015 one-time
G3.MA1	Increase in students making gains	Tillis, Karen	10/6/2014	Student achievement on progress monitoring assessments	6/4/2015 quarterly
G3.B1.S1.MA1	Parent Involvement activities	Lord, Chris	10/6/2014	sign-in sheets and agendas	6/4/2015 monthly
G3.B1.S1.MA1	Opportunities for parents to be involved in learning activities with their child.	Crise, Susan	10/6/2014	Sign-in sheets and agendas from meetings.	6/4/2015 monthly
G3.B2.S1.MA1	Effectiveness of strategies	Tillis, Karen	10/6/2014	student performance on assessments	6/4/2015 quarterly
G3.B2.S1.MA1	Instruction and use of reading strategies in classes.	Tillis, Karen	10/6/2014	Observation of use of reading strategies.	6/4/2015 biweekly
G4.MA1	OTE will increase the number of students in the lowest 25% making gains in reading from 67% to 70%	Tillis, Karen	9/29/2014	Student performance on Progress monitoring assessments and FCAT	6/4/2015 quarterly
G4.B1.S1.MA1	More small group and individualized instruction to students in lowest 25%.	Tillis, Karen	9/29/2014	Student performance on progress monitoring assesments.	6/4/2015 quarterly
G4.B1.S1.MA1	More small group and individualized instruction to students in lowest 25%.	Tillis, Karen	9/29/2014	Administrators will observe small group instruction during CWT's and instructional plans for students will be discussed at RTI and data meetings.	6/4/2015 monthly
G4.B3.S1.MA1	Tutoring for students	Bray, Frances	10/14/2014	Performance on progress monitoring assestments	3/10/2015 monthly
G4.B3.S1.MA1	Afterschool tutoring	Bray, Frances	10/14/2014	Lesson plans, tutoring walkthroughs	3/10/2015 monthly
G4.B2.S1.MA1	Data on progress monitoring assessments.	Crise, Susan	9/29/2014	Data reviewed at RTI meetings, observations during CWT's.	6/4/2015 monthly
G4.B2.S1.MA1	Student progress and goals will be discussed at RTI meetings.	Crise, Susan	9/29/2014	Observations during CWT's, data presented at RTI meetings.	6/4/2015 monthly
G5.MA1	Increase in percentage of students scoring level 3 on progress monitoring assessments. Number students scoring level 3 on FSA.	Tillis, Karen	8/18/2014	Student performance on progress monitoring assessments and on FSA	6/4/2015 quarterly
G5.B1.S1.MA1	Effectiveness of Acaletics and math warm-ups	Tillis, Karen	8/18/2014	Student scores on Progress monitoring assessments and Big Idea Assessments	6/4/2015 quarterly
G5.B1.S1.MA1	Daily use of Acaletics and math warm-ups.	Tillis, Karen	8/18/2014	Observations of lesson in CWT's	6/4/2015 weekly
G5.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	9/2/2014	Student achievement levels on Progress monitoring assessments and on Big Idea tests.	6/4/2015 daily
G5.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	9/2/2014	observation of lessons and lesson plans	6/4/2015 daily
G5.B3.S1.MA1	Data from progress monitoring assessments, observations from CWT's.	Tillis, Karen	8/18/2014	Data on Progress monitoring assessments.	5/29/2015 monthly
G5.B3.S1.MA1	Teachers will attend professional development on Wednesdays afterschool and on early release days.	Tillis, Karen	8/11/2014	Sign-in sheets from PD, evedience of practices during CWT's.	5/29/2015 weekly
G6.MA1	OTES will increase the percentage of students scoring level 4 or higher in	Tillis, Karen	10/6/2014	Student performance on progress monitoring assessments and on FCAT.	6/4/2015 one-time

Dixie - 0041 - Old Town Elementary School - 2014-15 SIP
Old Town Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Math from 32% on FCAT to 35% on FSA.				
G6.B1.S1.MA1	More rigorous activities in math classes.	Tillis, Karen	10/6/2014	Student scores on Progress Monitoring assessments	6/4/2015 quarterly
G6.B1.S1.MA1	Activities in classrooms involving more rigor and enrichment activities.	Tillis, Karen	10/6/2014	Lesson plans,CWT's	6/4/2015 biweekly
G7.MA1	OTES will increase the percentage of students making gains in math on FCAT from 68% to 70%	Tillis, Karen	10/6/2014	Progress Monitoring data	6/4/2015 quarterly
G7.B1.S1.MA1	Vertical team meetings will be held to discuss skills needed for success in next grade.	Tillis, Karen	10/6/2014	Data on Progress monitoring assessments and classroom assessments	6/4/2015 monthly
G7.B1.S1.MA1	Vertical team meetings will be held to discuss skills needed for success in next grade.	Tillis, Karen	10/6/2014	sign-in sheets and notes from meetings and observations of instruction during CWT's and on lesson plans	6/4/2015 quarterly
G8.MA1	OTES will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.	Tillis, Karen	8/18/2014	Student scores on Progress monitoring assessments and FSA	6/4/2015 daily
G8.B1.S1.MA1	Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction	Tillis, Karen	8/18/2014	Student performance on Progress Monitoring Assessments	8/18/2014 daily
G8.B1.S1.MA1	Teachers will use FCAT/Academic language during daily activities and will use the gradual release model for instruction	Tillis, Karen	8/18/2014	Observations on CWT's and documentation on lesson plans	6/4/2015 daily
G8.B2.S1.MA1	Timed fluency tests will be given periodically to all students.	Tillis, Karen	10/6/2014	Student performance on Assessments.	6/4/2015 monthly
G8.B2.S1.MA1	Timed skill tests will be developed and given at each grade level for appropriate skills.	Tillis, Karen	10/6/2014	Results on timed tests.	6/4/2015 monthly
G8.B3.S1.MA1	Increase use of hands on activities in math classes.	Tillis, Karen	10/6/2014	Student scores on progress monitoring assessments and classroom tests	6/4/2015 quarterly
G8.B3.S1.MA1	Increase use of hands on activities in math classes.	Tillis, Karen	10/6/2014	Observations during CWT's and lesson plans	6/4/2015 biweekly
G9.MA1	OTES will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%.	Tillis, Karen	9/2/2014	Student performance on Assessments and FCAT	6/4/2015 quarterly
G9.B1.S1.MA1	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/18/2014	Student scores on Progress Monitoring assessments and classroom assessments.	6/4/2015 quarterly
G9.B1.S1.MA1	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/18/2014	observations during CWT's, lesson plans and curriculum maps.	6/4/2015 weekly
G10.MA1	OTES will increase the percentage Students with Disabilities scoring at or above level 3 in Reading from 33% on FCAT to 35% on FSA.	Tillis, Karen	8/18/2014	Student performance on Progress Monitoring Assessments and FSA	6/4/2015 quarterly
G10.B1.S1.MA1	Rtl small group instruction targeted to individual needs and skills.	Tillis, Karen	10/2/2014	Student performance on Progress Monitoring Assessments	6/4/2015 quarterly
G10.B1.S1.MA1	Rtl small group instruction targeted to individual needs and skills.	Tillis, Karen	8/18/2014	Observations on CWT's and lesson plans	6/4/2015 monthly
G10.B2.S1.MA1	Student performance on progress monitoring assessments.	Tillis, Karen	8/18/2014	Student performance on progress monitoring assessments.	6/4/2015 quarterly
G10.B2.S1.MA1	Small group instruction during scheduled RTI time.	Tillis, Karen	8/18/2014	Observations during CWT's and lesson plans.	6/4/2015 monthly
G11.MA1	OTES will increase the percent of Students with Disabilities scoring at	Tillis, Karen	10/6/2014	Scores on Progress monitoring assessments and FSA.	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	level 3 and above in math from 47% on FCAT to 50% on FSA.				
G11.B1.S1.MA1	Timed fluency tests of basic skills will be given periodically to all students.	Tillis, Karen	10/6/2014	Results of timed tests.	6/4/2015 monthly
G11.B1.S1.MA1	Timed skill tests developed and given at each grade level.	Tillis, Karen	10/6/2014	Observations during CWT's , lesson plans, timed test results	6/4/2015 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. 70% of OTE students will score level 3 or above on the FSA reading assessment.

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 8/18/2014 to 6/4/2015

G1.B3 New standards and New Assessment

G1.B3.S1 Professional development will be provided to familiarize teachers on the new Florida standards and the format of the new assessments.

PD Opportunity 1

Professional Development on new standards and format of new assessment will be offered to all teachers.

Facilitator

Karen Tillis, Susan Crise, & outside facilitators

Participants

Classroom Teachers

Schedule

Monthly, from 8/12/2014 to 6/4/2015

G2. OTE will increase the percentage of students scoring level 4 or higher in Reading from 32% on FCAT to 35% on FSA.

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 9/2/2014 to 6/4/2015

G3. OTE will increase the percentage of students making learning gains in reading from 73% on FCAT 2.0 to 75% on FSA English Language Arts.

G3.B2 Transfer of skills and strategies to assessments.

G3.B2.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

Schedule

Every 2 Months, from 10/6/2014 to 6/4/2015

G5. 66% of OTE students will score level 3 or higher on FSA Math assessment.

G5.B3 New Standards and Assessment

G5.B3.S1 Professional development on new standards and assessments.

PD Opportunity 1

Professional development will be given to teachers on new standards and FSA assessment.

Facilitator

Karen Tills

Participants

Classroom teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G6. OTEs will increase the percentage of students scoring level 4 or higher in Math from 32% on FCAT to 35% on FSA.

G6.B1 Lack of teacher understanding of Rigor and Enrichment needed for students to score or maintain levels 4 and 5.

G6.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 10/6/2014 to 6/4/2015

G7. OTES will increase the percentage of students making gains in math from 68% on FCAT 2.0 to 70% on FSA.

G7.B1 Gaps in student knowledge due to new grade level standards and progressing toward Florida Standards in Math.

G7.B1.S1 Vertical team meetings to discuss skills needed for success in next grade.

PD Opportunity 1

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

Facilitator

Team Leaders, Principal

Participants

Classroom teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G8. OTES will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.

G8.B1 Students reading abilities and vocabulary knowledge level hinder their understanding of word problems.

G8.B1.S1 Teachers will use FSA/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 faciitator

Participants

classroom teachers, administrators

Schedule

Daily, from 8/18/2014 to 6/4/2015

G8.B3 Lack of hands on activities in math classes

G8.B3.S1 Increase use of hands on activities in math classes.

PD Opportunity 1

Increase use of hands on activities in math classes.

Facilitator

AIMS Math

Participants

Classroom teachers

Schedule

Daily, from 10/6/2014 to 6/4/2015

G9. OTEs will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%.

G9.B1 Limited Science vocabulary.

G9.B1.S1 School-wide focus on grade level appropriate science vocabulary.

PD Opportunity 1

School-wide focus on grade level appropriate science vocabulary.

Facilitator

AIMS Science training

Participants

K-5 classroom teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 3: OTE will increase the percentage of students making learning gains in reading from 73% on FCAT 2.0 to to 75% on FSA English Language Arts.	1,500
Goal 4: OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%	25,000
Goal 5: 66% of OTE students will score level 3 or higher on FSA Math assessment.	7,661
Goal 8: OTE will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.	6,500
Goal 9: OTE will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%.	6,550
Grand Total	47,211

Goal 3: OTE will increase the percentage of students making learning gains in reading from 73% on FCAT 2.0 to to 75% on FSA English Language Arts.

Description	Source	Total
B1.S1.A1	Title I Part A	1,500
Total Goal 3		1,500

Goal 4: OTE will increase the percentage of students in the lowest 25% making gains in reading from 67% to 70%

Description	Source	Total
B3.S1.A1 - After school tutoring	Title I Part A	25,000
Total Goal 4		25,000

Goal 5: 66% of OTE students will score level 3 or higher on FSA Math assessment.

Description	Source	Total
B1.S1.A1 - Acaletics Books	Title I Part A	7,661
Total Goal 5		7,661

Goal 8: OTE will maintain the percentage of students in the bottom 25% making learning gains in Math at 82%.

Description	Source	Total
B3.S1.A1 - AIMS Math PD	Title I Part A	6,500
Total Goal 8		6,500

Goal 9: OTE will increase the percentage of students scoring level 3 on FCAT science from 76% to 80%.

Description	Source	Total
B1.S1.A1 - AIMS Science PD	Title I Part A	6,550
Total Goal 9		6,550