

Oak Ridge Elementary School

4530 SHELFER RD, Tallahassee, FL 32305

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	C	D	C

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oak Ridge Elementary School is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement

Oak Ridge Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);

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

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/

civil rights policies;

- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

- Ensure teachers are trained in Classroom management strategies (PBS, CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53390>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 school builds and sustains partnerships with the local community through mentors, volunteers, and business partners.

- Mentors work with individual students based on specific needs
- Volunteers contribute to the global school in the capacity of school wide events, classroom teacher assistance, clerical support for teachers as well as chaperone field trips.
- Business partners provide monetary as well as in-kind donations to support student and teacher activities and events.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Brunner, Brooke	Principal
Anderson, Kerri	Assistant Principal

Duties

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

The administration works closely with the SITE committee to coordinate effective instruction. The idea of shared decision making is apparent as the committee is composed of teacher leaders and the administration. The committee meets monthly to address concerns that include new technology, instructional ideas, the sharing of materials, professional development, supplements, as well as safety and security concerns.

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

The school leadership identifies and aligns resources through the SITE committee. Monthly meetings allow the school to determine where best to utilize personnel. A member of the SITE committee sits on the interview team for new hires. This allows the school leadership to make an informed decision about who will best serve the needs of the students. Instructional resources are shared by trading materials and coordinating educational events such as educational assemblies and field trips. The committee is also focused on vertical teaming the curriculum to ensure that the students will be prepared not only for their current grade level, but for the following year as well. Although much of the federal, state, and local funds must be spent for specific purposes, some of it can be spent at the school's discretion. Therefore, the committee discusses creative means of making the largest impact on student achievement. Accelerated Reader programs, Positive Behavior Support ideas, supplements for staff that have extra duties, as well as textbook allocations are a vital role of the committee.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Keyona Frost	Parent
Gwen Fryson	Business/Community
Brooke Brunner	Principal
Joanna Whitaker	Teacher
Verona Satchell	Teacher
Vincent Mokewenye	Parent

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

SAC will review last year's school improvement plan and use the data to determine the effectiveness of each area. SAC will then reflect upon which strategies to continue and which may be eliminated.

Development of this school improvement plan

SAC is continuously involved with the school improvement plan. The process is started at the beginning of each school year. At the beginning of the school year SAC meets to review the school improvement plan. Any suggestions or concerns are added/addressed. Monthly meetings are held to discuss current data to see where we are with supporting students in meeting SIP goals. Also, discussed are strategies that are being implemented. This is s a time to reflect on progress and address concerns or needs of our students.

Preparation of the school's annual budget and plan

The school's annual budget is prepared by the school principal with input from the School Advisory Committee. Budget decisions are made based on providing resources to students in order to ensure progress towards our school wide goals.

The budget is presented and voted on by the School Advisory Council.

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

There were no SIP funds distributed by the State for the 2013 – 2014 school year.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brunner, Brooke	Principal
Gross-McKhan, LaShay	Instructional Coach
Anderson, Kerri	Assistant Principal
Mahoney, Cathy	Teacher, K-12
Russell, Kimberly	Teacher, K-12
Cole, Antwan	Teacher, K-12
Leggins, LaEbony	Teacher, K-12
Barksdale, Elyse	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and will meet as necessary to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through the 2015 – 20156 Superintendent’s Million Book Challenge, literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

Possible avenues for encouraging positive working relationships with teachers is participation in team meetings, progress monitoring meetings, and child study team meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

- Work closely with Leon County Schools Personnel Department to interview applicants with the highest qualifications. (Person responsible: administration)
- Highly qualified interns from the two local universities are carefully assessed and, if deemed high performing, they can be offered teaching positions. (Person responsible: administration)
- Oak Ridge participates in our district’s teacher transfer day, thus, allowing the school the opportunity to meet and screen applicants from across the district. (Person responsible: administration)
- Oak Ridge retains its highly qualified teachers by offering continuous up-to-date professional development on research-based effective teaching methods and curriculum. (Person responsible: administration)
- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school

community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

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

All first year teachers are participating in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

The school's teacher mentoring program has assigned mentees as well as other school collegial support.

Optimally teachers are assigned a mentee that is on their grade level or subject area. This provides the support the beginning teachers need about the curriculum they are currently teaching as well as any other educational activities they may need support with. In addition, administration has a monthly meeting with beginning teachers as well as teachers who are new to the school. These meetings are prescheduled and planned, but a request is put to the teachers asking if they would like to include anything on the agenda. Typically these meetings cover items that are pertinent to the teachers at that time of year. Not only does it give information, but often provides collegial conversations that set the tone for a positive environment.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel

misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

The school can describe the MTSS process, the use of tutorials, the use of intensive reading, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with a 120 minute language arts block
- Providing tier instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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: Extended School Day

Minutes added to school year: 2,700

Students receive an additional fifteen minutes of reading instruction each day.

Strategy Rationale

The purpose of this strategy is to close the gap in reading achievement scores.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brunner, Brooke, brunnerb@leonschools.net

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

Wonders chapter and unit assess

STAR

Accelerated Reader

AIMS web

SRA Reading Mastery for selected identified students

SuccessMaker

Data are analyzed in monthly progress monitoring meeting with administration and classroom teachers to ensure student progress towards identified student assessment goals. Data analysis informs instructional decisions made by classroom teachers.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder middle schools into which our fifth graders will enroll. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through a stronger and more consistent implementation of PBIS, our school goal is to decrease the instructional cost to our students (per Educator's Handbook) caused by In School Detention and Out of School Suspension by 5%.
- G2.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.
- G3.** As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.
- G4.** During the 2014-15 school year, 21% of students in grade five scored a level 3 or above on FCAT 2.0 science test, the goal for the 2015-16 school year is to increase the percentage of students making a level 3 or above to 50%.

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. Through a stronger and more consistent implementation of PBIS, our school goal is to decrease the instructional cost to our students (per Educator's Handbook) caused by In School Detention and Out of School Suspension by 5%. 1a

G073472

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	445.46

Resources Available to Support the Goal 2

- CHAMPS and PBIS trainings held throughout the year.

Targeted Barriers to Achieving the Goal 3

- Unexpected poor student choices and behaviors.

Plan to Monitor Progress Toward G1. 8

Data from Educator's Handbook

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

We will collect and review data from Educator's Handbook

G2. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. 1a

G073473

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, volunteers
- Interventions aligned to students' needs ie. fluency/comprehension intervention
- Grade level structured planning meetings to take place weekly with the coaching support from administration and/or reading coach.

Targeted Barriers to Achieving the Goal 3

- Pacing, teacher's knowledge of instructional strategies aligned to Florida Standards
- Parental involvement and student motivation

Plan to Monitor Progress Toward G2. 8

The goal will be monitored by using the Connect Evaluation.

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Teachers will demonstrate growth towards goal by scoring an effective rating, evidenced by Connect Evaluation.

Plan to Monitor Progress Toward G2. 8

Teachers and administration will monitor the progress of reading proficiency through AIMS Web, STAR, SuccessMaker, and Wonders chapter/unit assessments.

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Teachers will complete data sheets on a bi monthly basis to be turned into administration.

Plan to Monitor Progress Toward G2. 8

Teachers will participate in structured planning activities to support the needs of students as it relates to reading

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Teacher reflection logs

G3. As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. 1a

G073474

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	63.0

Resources Available to Support the Goal 2

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, volunteers
- Support from district math coach, planning with teachers to meet instructional needs as well as giving feedback to teachers regarding instructional strategies
-

Targeted Barriers to Achieving the Goal 3

- Pacing, teachers' knowledge and skills of instructional strategies related to Go Math
- Parental involvement and student motivation
- Students lack of prerequisite skills regarding basic math facts

Plan to Monitor Progress Toward G3. 8

Teachers will engage students in instructional strategies that will develop math skills i.e. number talk opportunities to solve multi step word problems

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

SuccessMaker Data and Go Math assessment

Plan to Monitor Progress Toward G3. 8

Teachers and administration will monitor the progress of reading proficiency through SuccessMaker and Go Math chapter/unit assessments.

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Teachers will complete data sheets on a bi monthly basis to be turned into administration.

G4. During the 2014-15 school year, 21% of students in grade five scored a level 3 or above on FCAT 2.0 science test, the goal for the 2015-16 school year is to increase the percentage of students making a level 3 or above to 50%. 1a

G073475

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Personnel, professional development opportunities, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, volunteers.

Targeted Barriers to Achieving the Goal 3

- Students struggle with understanding complex informational texts and applying science concepts to real world applications.
- Parental involvement, student motivation, school culture, lack of consistent science experiences
- Students lack of real world science experience

Plan to Monitor Progress Toward G4. 8

Effective instructional practices and student performance

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Connect evaluation data and student assessment scores

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. Through a stronger and more consistent implementation of PBIS, our school goal is to decrease the instructional cost to our students (per Educator's Handbook) caused by In School Detention and Out of School Suspension by 5%. **1**

 G073472

G1.B1 Unexpected poor student choices and behaviors. **2**

 B191947

G1.B1.S1 School-wide PBIS, Classroom Dojo school-wide implementation, school store, 9 weeks behavior celebrations, end of the year behavior celebration **4**

 S203380

Strategy Rationale

Concentrating our efforts on positive behaviors and effective teaching of behavioral expectations will improve student behavior and lessen the number of discipline incidents and referrals thereby decreasing the instructional cost to students for disciplinary infractions.

Action Step 1 **5**

Decrease instructional cost to students from disciplinary infractions by 5%

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Discipline data from Educator's Handbook

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

Monthly PBIS Meetings and professional development during faculty meetings

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Data from Educator's Handbook plus teachers' anecdotal notes and communication logs

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

We will monitor using data from Educator's Handbook and continue to provide support and professional development to teachers to ensure consistency throughout the school.

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data from Educator's handbook

G2. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. **1**

 G073473

G2.B1 Pacing, teacher's knowledge of instructional strategies aligned to Florida Standards **2**

 B191949

G2.B1.S1 Professional development and guidance provided by instructional leaders and coaches **4**

 S203381

Strategy Rationale

Action Step 1 **5**

Teachers will have support from administration and/or the reading coach on a weekly basis to analyze data and plan reading instruction.

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Agenda from grade level meetings and teacher reflection logs

Action Step 2 **5**

District support staff and/or reading coach will work with teachers to develop reading and math instructional strategies.

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Classroom observations

Action Step 3 5

Students will engage in the Accelerated Reader program to increase the amount of time that they read per week. The system will allow the student to work within their Zone of Proximal Development.

Person Responsible

LaShay Gross-McKhan

Schedule

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

Evidence of Completion

Teachers will review AR reports.

Action Step 4 5

Targeted professional development in the area of planning and collaborating with a focus on the Wonders Curriculum

Person Responsible

LaShay Gross-McKhan

Schedule

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

Evidence of Completion

Teachers will collaboratively plan reading instructional units and will receive specific feedback.

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

Team Meeting Agendas and minutes

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Team Meeting Agendas and Minutes

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

AIMS web and Wonders Weekly Assessment

Person Responsible

Kerri Anderson

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student testing data will be accumulated and analyzed by administration and teacher teams.

G2.B2 Parental involvement and student motivation 2

 B191950

G2.B2.S1 Parental involvement motivational program, school wide celebration program 4

 S203384

Strategy Rationale

Action Step 1 5

Parents will receive regular communication regarding parent involvement opportunities.

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Data Sheets

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

Team meetings

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Agenda and Minutes from team meetings

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

Student and parental participation will increase in school wide academic celebrations.

Person Responsible

Kerri Anderson

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Community and parental attendance in school wide celebrations will increase.

G3. As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA. **1**

 G073474

G3.B1 Pacing, teachers' knowledge and skills of instructional strategies related to Go Math **2**

 B191952

G3.B1.S1 Professional development and guidance provided by instructional leaders **4**

 S203386

Strategy Rationale

Teacher will provide additional opportunities for students to practice and master basic computation.

Action Step 1 **5**

Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Agenda from grade level meetings and observations

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

Evaluation Connect

Person Responsible

Brooke Brunner

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Evaluation Connect

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

SM8 and Go Math Assessment

Person Responsible

Kerri Anderson

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Performance data will be collected and analyzed for measured increases towards our school goal.

G3.B2 Parental involvement and student motivation 2

 B191953

G3.B2.S1 Parental involvement motivational program, school wide celebration program 4

 S203387

Strategy Rationale

Action Step 1 5

Parents will receive a data sheet to track parental involvement activities. Teachers will sign off as evidence that the activity was completed. Parents that accumulate a predetermined number of activities will be invited to attend our annual parent appreciation night.

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data Sheets

Action Step 2 5

Teachers will provide additional opportunities for students to practice and master basic computer computation by using Successmaker 8.

Person Responsible

Brooke Brunner

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

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

Data Sheets

Person Responsible

Kerri Anderson

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Parent involvement and student data sheets will increase practice at home towards math computation skills.

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

Teachers will collect data sheets and parents will sign off.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data sheets will indicate an improvement in parental involvement.

G3.B3 Students lack of prerequisite skills regarding basic math facts **2**

 B191954

G3.B3.S1 Students struggle with higher level mathematics thinking due to a lack of prerequisite skills.

4

 S203388

Strategy Rationale

Teachers will provide scaffolded instruction to embed practice in missing skills.

Action Step 1 **5**

Teachers will provide additional practice opportunities through SM5 and Think Central

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

SM5 and Think Central Data.

Action Step 2 **5**

Teachers will use timed computation assessments to increase math fluency.

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teacher grade book data on math fluency assessment

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teams will analyze student data

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

SM8 and Go Math assessment reports

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Evaluation Connect - Leon Leads

Person Responsible

Brooke Brunner

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Administration will observe teachers using scaffolded instruction to bridge prerequisite skills gap and provide feedback for teachers using Evaluation Connect - Leon Leads.

G4. During the 2014-15 school year, 21% of students in grade five scored a level 3 or above on FCAT 2.0 science test, the goal for the 2015-16 school year is to increase the percentage of students making a level 3 or above to 50%. 1

G073475

G4.B1 Students struggle with understanding complex informational texts and applying science concepts to real world applications. 2

B191955

G4.B1.S1 Professional development and support from district personnel 4

S203389

Strategy Rationale

Teachers need training to match the rigors of the Science test.

Action Step 1 5

Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.

Person Responsible

Brooke Brunner

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Agenda from grade level meetings and observations

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

Science Fusion Assessments

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Administration will monitor Science Fusion Assessments to ensure effective instructional strategies are being utilized.

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

Effective instruction and student performance

Person Responsible

Brooke Brunner

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teacher observations and student performance data

G4.B2 Parental involvement, student motivation, school culture, lack of consistent science experiences 2

 B191956

G4.B2.S1 Low Level reading skills lead to students inability to understand science concepts in text. 4

 S203390

Strategy Rationale

Students need to be able to extract information from text.

Action Step 1 5

Teachers will provide reading instruction through science making cross curricular connections.

Person Responsible

Brooke Brunner

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Evaluation Connect and lesson plans

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

Evaluation Connect

Person Responsible

Kerri Anderson

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Cross curricular lessons involving informational science texts will be observed.

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

Gizmos

Person Responsible

Kerri Anderson

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Science assessment data from teacher grade books

G4.B3 Students lack of real world science experience **2**

 B191957

G4.B3.S1 Build science background knowledge by using simulations. **4**

 S203391

Strategy Rationale

To help students experience the applications of science concepts

Action Step 1 **5**

On Campus field trips

Person Responsible

Brooke Brunner

Schedule

Every 6 Weeks, from 8/17/2015 to 5/27/2016

Evidence of Completion

Students will participate in on campus field trips using Challenger, High Touch High Tech, Gizmos, and Gems.

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

Grade level teams will meet to plan instruction based around the field trips.

Person Responsible

Brooke Brunner

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student science assessment scores will improve.

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

Science test data will be analyzed.

Person Responsible

Brooke Brunner

Schedule

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

Evidence of Completion

Teachers will collect student assessment scores.

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	Decrease instructional cost to students from disciplinary infractions by 5%	Anderson, Kerri	8/17/2015	Discipline data from Educator's Handbook	5/27/2016 monthly
G2.B1.S1.A1	Teachers will have support from administration and/or the reading coach on a weekly basis to analyze data and plan reading instruction.	Brunner, Brooke	8/17/2015	Agenda from grade level meetings and teacher reflection logs	6/3/2016 weekly
G2.B2.S1.A1	Parents will receive regular communication regarding parent involvement opportunities.	Brunner, Brooke	8/17/2015	Data Sheets	6/3/2016 monthly
G3.B1.S1.A1	Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.	Brunner, Brooke	8/17/2015	Agenda from grade level meetings and observations	5/27/2016 weekly
G3.B2.S1.A1	Parents will receive a data sheet to track parental involvement activities. Teachers will sign off as evidence that the activity was completed. Parents that accumulate a predetermined number of activities will be invited to attend our annual parent appreciation night.	Anderson, Kerri	8/17/2015	Data Sheets	5/27/2016 monthly
G3.B3.S1.A1	Teachers will provide additional practice opportunities through SM5 and Think Central	Brunner, Brooke	8/17/2015	SM5 and Think Central Data.	5/27/2016 weekly
G4.B1.S1.A1	Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.	Brunner, Brooke	8/17/2015	Agenda from grade level meetings and observations	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.A1	Teachers will provide reading instruction through science making cross curricular connections.	Brunner, Brooke	8/17/2015	Evaluation Connect and lesson plans	5/27/2016 daily
G4.B3.S1.A1	On Campus field trips	Brunner, Brooke	8/17/2015	Students will participate in on campus field trips using Challenger, High Touch High Tech, Gizmos, and Gems.	5/27/2016 every-6-weeks
G2.B1.S1.A2	District support staff and/or reading coach will work with teachers to develop reading and math instructional strategies.	Brunner, Brooke	8/10/2015	Classroom observations	6/3/2016 weekly
G3.B2.S1.A2	Teachers will provide additional opportunities for students to practice and master basic computer computation by using Successmaker 8.	Brunner, Brooke	8/17/2015		5/27/2016 daily
G3.B3.S1.A2	Teachers will use timed computation assessments to increase math fluency.	Brunner, Brooke	8/17/2015	Teacher grade book data on math fluency assessment	5/27/2016 weekly
G2.B1.S1.A3	Students will engage in the Accelerated Reader program to increase the amount of time that they read per week. The system will allow the student to work within their Zone of Proximal Development.	Gross-McKhan, LaShay	8/17/2015	Teachers will review AR reports.	6/3/2016 monthly
G2.B1.S1.A4	Targeted professional development in the area of planning and collaborating with a focus on the Wonders Curriculum	Gross-McKhan, LaShay	8/17/2015	Teachers will collaboratively plan reading instructional units and will receive specific feedback.	6/3/2016 monthly
G1.MA1	Data from Educator's Handbook	Anderson, Kerri	8/17/2015	We will collect and review data from Educator's Handbook	5/27/2016 monthly
G1.B1.S1.MA1	We will monitor using data from Educator's Handbook and continue to provide support and professional development to teachers to ensure consistency throughout the school.	Anderson, Kerri	8/17/2015	Data from Educator's handbook	5/27/2016 monthly
G1.B1.S1.MA1	Monthly PBIS Meetings and professional development during faculty meetings	Anderson, Kerri	8/10/2015	Data from Educator's Handbook plus teachers' anecdotal notes and communication logs	5/27/2016 monthly
G2.MA1	The goal will be monitored by using the Connect Evaluation.	Brunner, Brooke	8/17/2015	Teachers will demonstrate growth towards goal by scoring an effective rating, evidenced by Connect Evaluation.	6/3/2016 biweekly
G2.MA2	Teachers and administration will monitor the progress of reading proficiency through AIMS Web, STAR, SuccessMaker, and Wonders chapter/unit assessments.	Brunner, Brooke	8/17/2015	Teachers will complete data sheets on a bi monthly basis to be turned into administration.	6/3/2016 monthly
G2.MA3	Teachers will participate in structured planning activities to support the needs of students as it relates to reading	Brunner, Brooke	8/10/2015	Teacher reflection logs	6/3/2016 weekly
G2.B1.S1.MA1	AIMS web and Wonders Weekly Assessment	Anderson, Kerri	8/17/2015	Student testing data will be accumulated and analyzed by administration and teacher teams.	5/27/2016 weekly
G2.B1.S1.MA1	Team Meeting Agendas and minutes	Brunner, Brooke	8/17/2015	Team Meeting Agendas and Minutes	6/3/2016 monthly
G2.B2.S1.MA1	Student and parental participation will increase in school wide academic celebrations.	Anderson, Kerri	8/17/2015	Community and parental attendance in school wide celebrations will increase.	5/27/2016 quarterly
G2.B2.S1.MA1	Team meetings	Brunner, Brooke	8/17/2015	Agenda and Minutes from team meetings	5/27/2016 weekly
G3.MA1	Teachers will engage students in instructional strategies that will develop math skills i.e. number talk	Brunner, Brooke	8/17/2015	SuccessMaker Data and Go Math assessment	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	opportunities to solve multi step word problems				
G3.MA2	Teachers and administration will monitor the progress of reading proficiency through SuccessMaker and Go Math chapter/unit assessments.	Brunner, Brooke	8/17/2015	Teachers will complete data sheets on a bi monthly basis to be turned into administration.	6/3/2016 monthly
G3.B1.S1.MA1	SM8 and Go Math Assessment	Anderson, Kerri	8/17/2015	Performance data will be collected and analyzed for measured increases towards our school goal.	5/27/2016 biweekly
G3.B1.S1.MA1	Evaluation Connect	Brunner, Brooke	8/17/2015	Evaluation Connect	5/27/2016 biweekly
G3.B2.S1.MA1	Teachers will collect data sheets and parents will sign off.	Brunner, Brooke	8/17/2015	Data sheets will indicate an improvement in parental involvement.	5/27/2016 monthly
G3.B2.S1.MA1	Data Sheets	Anderson, Kerri	8/17/2015	Parent involvement and student data sheets will increase practice at home towards math computation skills.	5/27/2016 quarterly
G3.B3.S1.MA1	Evaluation Connect - Leon Leads	Brunner, Brooke	8/17/2015	Administration will observe teachers using scaffolded instruction to bridge prerequisite skills gap and provide feedback for teachers using Evaluation Connect - Leon Leads.	5/27/2016 biweekly
G3.B3.S1.MA1	Teams will analyze student data	Brunner, Brooke	8/17/2015	SM8 and Go Math assessment reports	5/27/2016 weekly
G4.MA1	Effective instructional practices and student performance	Brunner, Brooke	8/17/2015	Connect evaluation data and student assessment scores	6/3/2016 weekly
G4.B1.S1.MA1	Effective instruction and student performance	Brunner, Brooke	8/17/2015	Teacher observations and student performance data	5/27/2016 biweekly
G4.B1.S1.MA1	Science Fusion Assessments	Brunner, Brooke	8/17/2015	Administration will monitor Science Fusion Assessments to ensure effective instructional strategies are being utilized.	5/27/2016 weekly
G4.B2.S1.MA1	Gizmos	Anderson, Kerri	8/17/2015	Science assessment data from teacher grade books	5/27/2016 monthly
G4.B2.S1.MA1	Evaluation Connect	Anderson, Kerri	8/17/2015	Cross curricular lessons involving informational science texts will be observed.	5/27/2016 biweekly
G4.B3.S1.MA1	Science test data will be analyzed.	Brunner, Brooke	8/17/2015	Teachers will collect student assessment scores.	6/3/2016 monthly
G4.B3.S1.MA1	Grade level teams will meet to plan instruction based around the field trips.	Brunner, Brooke	8/17/2015	Student science assessment scores will improve.	5/27/2016 weekly

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. Through a stronger and more consistent implementation of PBIS, our school goal is to decrease the instructional cost to our students (per Educator's Handbook) caused by In School Detention and Out of School Suspension by 5%.

G1.B1 Unexpected poor student choices and behaviors.

G1.B1.S1 School-wide PBIS, Classroom Dojo school-wide implementation, school store, 9 weeks behavior celebrations, end of the year behavior celebration

PD Opportunity 1

Decrease instructional cost to students from disciplinary infractions by 5%

Facilitator

Kerri Anderson, Amy Alvis, Jenny High, Darius Thomas, Albert Arnold

Participants

Teachers and staff

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G2. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.

G2.B1 Pacing, teacher's knowledge of instructional strategies aligned to Florida Standards

G2.B1.S1 Professional development and guidance provided by instructional leaders and coaches

PD Opportunity 1

Teachers will have support from administration and/or the reading coach on a weekly basis to analyze data and plan reading instruction.

Facilitator

Administration, Reading Coach

Participants

grade level teams

Schedule

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

PD Opportunity 2

District support staff and/or reading coach will work with teachers to develop reading and math instructional strategies.

Facilitator

District Support Staff and/or Reading Coach

Participants

teachers

Schedule

Weekly, from 8/10/2015 to 6/3/2016

PD Opportunity 3

Targeted professional development in the area of planning and collaborating with a focus on the Wonders Curriculum

Facilitator

Administration, Reading Coach, District Academic Coaches

Participants

grade level teams

Schedule

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

G2.B2 Parental involvement and student motivation

G2.B2.S1 Parental involvement motivational program, school wide celebration program

PD Opportunity 1

Parents will receive regular communication regarding parent involvement opportunities.

Facilitator

Parent Involvement Committee Members

Participants

Parents and Community Members

Schedule

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

G3. As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our students proficient in this area on the 2016 FSA.

G3.B1 Pacing, teachers' knowledge and skills of instructional strategies related to Go Math

G3.B1.S1 Professional development and guidance provided by instructional leaders

PD Opportunity 1

Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.

Facilitator

Administration/Team Leader

Participants

grade level teams

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G4. During the 2014-15 school year, 21% of students in grade five scored a level 3 or above on FCAT 2.0 science test, the goal for the 2015-16 school year is to increase the percentage of students making a level 3 or above to 50%.

G4.B1 Students struggle with understanding complex informational texts and applying science concepts to real world applications.

G4.B1.S1 Professional development and support from district personnel

PD Opportunity 1

Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.

Facilitator

District Curriculum Coaches

Participants

grade level groups

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Decrease instructional cost to students from disciplinary infractions by 5%				\$0.00
2	G2.B1.S1.A1	Teachers will have support from administration and/or the reading coach on a weekly basis to analyze data and plan reading instruction.				\$4,214.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$4,214.00
<i>Notes: We will use staff development funds to pay for substitutes in order for teachers to observe instructional strategies used in other classroom.</i>						
3	G2.B1.S1.A2	District support staff and/or reading coach will work with teachers to develop reading and math instructional strategies.				\$0.00
4	G2.B1.S1.A3	Students will engage in the Accelerated Reader program to increase the amount of time that they read per week. The system will allow the student to work within their Zone of Proximal Development.				\$0.00
5	G2.B1.S1.A4	Targeted professional development in the area of planning and collaborating with a focus on the Wonders Curriculum				\$0.00
6	G2.B2.S1.A1	Parents will receive regular communication regarding parent involvement opportunities.				\$0.00
7	G3.B1.S1.A1	Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.				\$0.00
8	G3.B2.S1.A1	Parents will receive a data sheet to track parental involvement activities. Teachers will sign off as evidence that the activity was completed. Parents that accumulate a predetermined number of activities will be invited to attend our annual parent appreciation night.				\$0.00
9	G3.B2.S1.A2	Teachers will provide additional opportunities for students to practice and master basic computer computation by using Successmaker 8.				\$0.00
10	G3.B3.S1.A1	Teachers will provide additional practice opportunities through SM5 and Think Central				\$0.00
11	G3.B3.S1.A2	Teachers will use timed computation assessments to increase math fluency.				\$0.00
12	G4.B1.S1.A1	Teachers will participate in grade level professional development opportunities where they will have the option of also visiting other schools to observe instructional best practices. Teachers will also have support from grade level instructional leaders based on specific curriculum needs.				\$0.00
13	G4.B2.S1.A1	Teachers will provide reading instruction through science making cross curricular connections.				\$0.00

Budget Data

14	G4.B3.S1.A1	On Campus field trips	\$0.00
Total:			\$4,214.00