

Oak Ridge Elementary School

4530 SHELFER RD, Tallahassee, FL 32305

<https://www.leonschools.net/oakridge>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Oak Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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);

b. 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.

c. 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--The Oak Ridge Exchange, where students can purchase prizes based on the number of points earned for positive behaviors displayed.
- 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance-attendance is tracked daily. After 5 absences, the teacher will complete a tracking form which includes calls to the parent from the teacher, guidance counselor, assistant principal, and the social worker if warranted. Students receive letters after 5, 10, and 15 absences. Home visits are made if students are out for 10 days and the district assists at the 15 day mark. Assessments are viewed and discussed with teachers every other week. If a student is failing, an intervention plan is made and the parent is contacted. If a student receives a level 1, he/she is invited to attend a district Summer Reading Academy to obtain skills not mastered during the school year. When the new school year begins, the student receives tiered interventions beginning the second week of school.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	9	3	6	6	4	6	0	0	0	0	0	0	0	34
One or more suspensions	2	3	6	7	8	11	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	5	0	7	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	20	13	12	0	0	0	0	0	0	0	45

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	7	8	11	0	0	0	0	0	0	0	26

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

The assistant principal, guidance counselor, dean, and social worker meet monthly to identify students with high absenteeism. Together this team calls homes and makes home visits to address the concern. They also initiate the CSAP process. Administrators, classroom teachers, guidance counselor and district and school behavior specialists meet regularly. Conferences are conducted with parents, and behavior plans/interventions are implemented as needed. In addition, our guidance counselor initiates social skills groups as needed. We also follow our school-wide PBIS system to recognize positive choices. All students who struggle academically receive strong interventions support at the school site. Our PST (Problem Solving Team) meets monthly to review progress monitoring data for all intervention students and prescribe changes in interventions if progress is not adequate.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/425011>.

2. Description

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

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Smith, Jasmine	Principal
Davis, Shannon	Assistant Principal
Arnold, Albert	Dean
Hill, Baleasa	Instructional Coach
Richardson, Erin	Instructional Coach

b. Duties

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

Members of the PST team were involved with developing the School Improvement Plan by reviewing data, identifying areas that need to be addressed, helping set clear expectations for instruction and identifying resources. All member of the leadership team are vital to the school's success as they identify struggling students and adjust programs as indicated by data for students in intervention. 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.

2. 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.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or the Summer Reading Academy (Leon Co. Schools). The district coordinates with Title II and III in ensuring staff development is provided.

Title I, Part C-Migrant

Migrant liaison provides services and support to students and their parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

The LEA and schools are held accountable for improvements in student academic achievement. Title II funding is used to increase student academic achievement through strategies such as improving teacher and principal quality and accepting only highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title III

The LEA provides services and educational materials to improve the education of immigrant and English Language Learners.

Title X Homeless

The District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I and Title X coordinate efforts to support and provide services to students in Title I and non Title I schools.

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers on standardized tests such as the FSA.

Head Start

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every Spring and invite local day care centers, VPK centers, and Head Start programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Jasmine Smith	Principal
Claire Swedenburg	Teacher
Jaqueline Scott	Teacher
Hodgetta Huckaby	Business/Community
Gwendolyn Fryson	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During our first SAC meeting on September 7, 2017, we will review our SIP goals from last year. We will discuss what changes need to be made and set goals for the 2107-18 school year.

b. Development of this school improvement plan

The School Improvement Plan will be presented to the SAC team at our first meeting. We will revise the plan to reflect their input and the conclusions we drew from evaluation of last year's plan. Since this is a fluid document,

SAC is continuously involved with 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.

c. Preparation of the school's annual budget and plan

The current Title I budget will be presented to the SAC team. 100% of funds will be used to support curriculum and instruction for the purpose of increasing student achievement. The budget is presented and voted on by the School Advisory Council.

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

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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Smith, Jasmine	Principal
Hill, Baleasa	Instructional Coach
Swedenburg, Claire	Teacher, K-12
Gibbens, Amber	Teacher, K-12
Davis, Shannon	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our goal is to demonstrate to teachers how to use data to drive instruction. We also work on interventions with teachers as well to provide professional development and support for those teachers that need assistance in teaching reading standards. This team works with the PST team to make sure that all students are receiving the reading skills needed to master the Florida reading standards.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

To reach success at Oak Ridge, collaboration among teacher experts is key. During the summer, teachers attended learning progressions training with our District curriculum and instruction experts. During pre-planning teachers received training on the use of a program that supports Florida standards taught in the classroom. Time was also allocated to allow teachers to plan math, science, reading, and daily intervention/enrichment with their teams. Time is built into the bi-weekly schedule for all teams to gather in PLCs focused on ongoing data analysis and discussion of best practices that result in strong student achievement. The information gathered in PLCs drives the weekly structured planning. Also during structured planning, administrators and academic coaches provide professional development

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

We utilize the Leon County Paperless Application Tracking System (PATS) which pre-identifies teachers who meet the criteria for 'highly qualified. During interviews, we probe to identify the highest performing candidates who are most likely to bring about academic gains for our students. New teachers are paired with mentor teachers at the school site. They participate in the district's training support program for new teachers, and also receive more frequent feedback concerning instructional practice via our Performance Matters system. Additionally, administrative support is offered via monthly meetings with new teachers.

- 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)

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our teachers use district adopted core curriculum programs in all content areas, and these are aligned to the new standards. In addition, we follow the pacing guides provided by Leon County Schools to ensure that instruction and standards are taught in a timely manner. A reading coach and a math coach model and co-teach in classrooms for the purpose of improving instruction. Frequent administrative walkthroughs also verify that instruction is aligned to standards and effectively delivered.

Our school also 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.

b. Instructional Strategies

1. 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.

During bi-weekly grade level PLC meetings, teams bring formal reading, writing, math, or science assessment data. Together they analyze assessment results to identify proficient and struggling students. As a result of their analysis, classroom instruction is differentiated during small group instruction. In addition, we have daily intervention and enrichment (I/E) blocks for grade kindergarten through third. Assessment data also enables grade levels to differentiate instruction at this time as students regroup and switch teachers so that instruction meets their current needs. In addition to weekly PST meetings, the entire team meets monthly with our school psychologist to study the progress of our students in reading intervention groups. If data indicates insufficient progress, we change intervention strategies to increase achievement. In addition, student engage daily in iReady math and reading, and younger students participate in Lexia.

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

2. 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: 21,600

Students begin instruction promptly at 8:15 instead of 8:30.
Teachers work an additional 45 minutes per week after school.

Strategy Rationale

This additional time allows students longer instruction and more practice on reading, math, and science standards.

The structured planning time allows administrators and coaches to model best practices and gives an opportunity to plan differentiated instruction, small group learning (teacher table), and interventions/enrichment.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Smith, Jasmine, smithj3@leonschools.net

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

All Go Math and Wonders reading assessments, iReady standards data in reading and math, Lexia reading data, Achieve 3000 reading data, Fusions science data, and AIMS Web Plus data.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Before School Program

Minutes added to school year: 5,400

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Davis, Shannon, daviss5@leonschools.net

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

We currently offer on-site Pre-K for ESE, SR, and VPK students. In addition, we offer a Kindergarten Orientation every spring and invite local daycare centers, VPK centers, and Head Start programs. Fifth graders transitioning to middle school attend orientation sessions at their selected middle schools. Middle school administrators also visited Oak Ridge to discuss expectations, grades, and extracurricular opportunities. These administrators also came to assist students in signing up for their coursework for the fall term.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** In 2018, 50% of students in the bottom quartile will earn gains on the ELA portion of the FSA.
- G2.** 45% of our students will score a 3 or above on the ELA portion of the FSA.
- G3.** 45% of our students will score a 3 or above on the math component of the FSA.
- G4.** 35% of our students will score a 3 or above on the science component of the FCAT.
- G5.** 55% of our students in grades 4 and 5 will earn gains on the ELA portion of the FSA.
- G6.** On the 2017 FSA, 46% of our students in grades 4 and 5 earned gains on the Math test. In 2018, 53% of our students will earn gains on the Math portion of the FSA.

Strategic Goals Detail

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

G1. In 2018, 50% of students in the bottom quartile will earn gains on the ELA portion of the FSA. 1a

G096110

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Varying ability levels which need specific interventions in order to read, write, and have a working knowledge of all reading standards.
- Many teachers lack the ability to teach to all skill levels and do not utilize small groups in the classroom.
- Parental Involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel assistance from a reading coach to model and coach teachers giving suggestions on how to best serve the needs of their lower quartile students.
- Personnel and curriculum to provide small group interventions using Linda Mood-Bell's Visualizing and Verbalizing and SRA Corrective Reading.

Plan to Monitor Progress Toward G1. 8

Monitoring each intervention group for gains in reading achievement with the MTSS team.

Person Responsible

Baleasa Hill

Schedule

Monthly, from 8/14/2017 to 9/30/2018

Evidence of Completion

AIMS Web Plus data will show which students had gains or losses to determine if the intervention plan is working or needs to be changed.

G2. 45% of our students will score a 3 or above on the ELA portion of the FSA. 1a

G096111

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- During core instruction, additional time is needed to differentiate instruction via small groups.
- Teachers need time and support to utilize former and new curriculum in order to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Time built into master schedule to allow a two hour reading block for all grade levels. Teachers will be given time to work with the reading coach to strategically plan for small groups.
- Wonders resources, Ready paper-based program, iReady computer based program, and Accelerated Reading.

Plan to Monitor Progress Toward G2. 8

Classrooms walkthroughs, monitoring of ongoing progress data-Wonders and iReady

Person Responsible

Shannon Davis

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Wonders cold reads, reports from iReady, Lexia, AR, results from Leon Leads

G3. 45% of our students will score a 3 or above on the math component of the FSA. 1a

G096112

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Insufficient emphasis on higher order problem solving instead of computation.
- Students have limited resources and academic support outside of the school day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math, manipulatives, math coach, Ready paper-based program, iReady computer based program

Plan to Monitor Progress Toward G3. 8

Bi weekly monitoring of Go Math tests, PLC meetings with the math coach, data from iReady

Person Responsible

Shannon Davis

Schedule

Biweekly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Improvement in student performance data

G4. 35% of our students will score a 3 or above on the science component of the FCAT. 1a

G096113

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Varying ability levels which need specific interventions in order to read, write, and have a working knowledge of mathematical concepts/skills.
- Teachers in grades K-3 do not have science textbooks with which to teach science. This greatly impedes the school-wide focus on science.
- Students need real-world experiences in science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school math coach will double as a science coach in the intermediate grades to ensure that the science state standards are being taught. She will offer assistance in planning and will collaborate with the district Title I gifted science teacher to provide assistance to teachers.
- Teachers in grades K-3rd will receive a science curriculum that focuses state standards. Besides the district adopted Fusions program, teachers in 4th and 5th will receive daily science inquiry questions that are standards based.

Plan to Monitor Progress Toward G4. 8

Results of science assessments within core science program.

Person Responsible

Jasmine Smith

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Results of Leon Leads during science instruction.

G5. 55% of our students in grades 4 and 5 will earn gains on the ELA portion of the FSA. 1a

G096114

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Time to track specific student data and decide what intervention will meet learning needs.
- Teachers do not utilize small groups in order to meet the needs of all students.
- Additional academic time is needed beyond the school day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC teams, data from iReady, Wonders assessments, AR, STAR, and AIMS Web Plus.
- Reading coach, extended planning
- After-school Oak Ridge Academic Academy beginning in November 2017 and ending in April 2018.
- Teacher directed academic focus for students attending the 21st Century program.

Plan to Monitor Progress Toward G5. 8

Classroom walkthroughs, administrative attendance at PLCs and consultations with reading coach.

Person Responsible

Jasmine Smith

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Leon Leads, data from Wonders, AIMS Web Plus, STAR, AR, and iReady

Plan to Monitor Progress Toward G5. 8

Classroom walkthroughs monitoring of ongoing progress data.

Person Responsible

Shannon Davis

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Wonders cold reads, reports from iReady, Lexia, AR, Leon Leads observations, STAR, AIMS Web Plus

G6. On the 2017 FSA, 46% of our students in grades 4 and 5 earned gains on the Math test. In 2018, 53% of our students will earn gains on the Math portion of the FSA. 1a

G096115

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	46.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with high order problem solving relying only on computation skills.
- Many students need a small group setting in order to practice skills in math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math coach, Go Math, iReady, Ready program, manipulatives,

Plan to Monitor Progress Toward G6. 8

Data review during bi-weekly PLCs with grade level teams. Strategies learned by observing other math teachers and working with the math coach during extended planning.

Person Responsible

Jasmine Smith

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Go Math assessment, iReady, BOY/EOY data, walkthroughs by math coach and administration, Leon Leads

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. In 2018, 50% of students in the bottom quartile will earn gains on the ELA portion of the FSA. 1

G096110

G1.B1 Varying ability levels which need specific interventions in order to read, write, and have a working knowledge of all reading standards. 2

B258728

G1.B1.S1 Students will be provided with individualized intervention to be able to reach the same skill level as their peer group. 4

S273943

Strategy Rationale

Interventions enable teachers and paraprofessionals to pinpoint and intervene when skills are deficient.

Action Step 1 5

Instructional paraprofessionals hired to assist with intervention groups.

Person Responsible

Baleasa Hill

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

Hired paraprofessionals will utilize reading programs such as Linda Mood-Bell's Seeing Stars and Verbalizing and Visualizing as well as Corrective Reading and Early Interventions. iReady will be used as classroom interventions and will also be used in Morning Lab.

Person Responsible

Shannon Davis

Schedule

Daily, from 9/18/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring using AIMS Web Plus and STAR as well as tracking of iReady reading skills.

G1.B2 Many teachers lack the ability to teach to all skill levels and do not utilize small groups in the classroom. 2

B258729

G1.B2.S1 Teachers will learn which strategies to use in small groups and utilize data in a way that makes these groups fluid. Professional Development Workshops through Contracted Vendors, Leadership Coach, Reading Coach and Materials and Supplies will be utilized. 4

S273944

Strategy Rationale

Teachers engage in whole group reading and are unsure of how to best utilize small group time. Teachers will be provided with additional supports to impact instruction.

Action Step 1 5

Teachers will plan with the execution of small group instruction. The both reading coaches will work with teams to review data and model how to teach small groups in reading.

Person Responsible

Baleasa Hill

Schedule

Weekly, from 8/7/2017 to 9/30/2018

Evidence of Completion

The reading coach and administration will observe small group teaching checking for fidelity. The Problem Solving Team will review the data of students in intervention groups to determine if interventions are working or need to be changed. The Leadership Coach will also work to provide supports to administration and the school site.

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

Leadership Coach and Administration will work with school site to facilitate the use of Vendors, Materials and Supplies as well as PD Supports

Person Responsible

Jasmine Smith

Schedule

Weekly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Professional Development Opportunities/ Plan, Site Visit Review Checklists, Evidence of Data Chats, Sign In Sheets and Agendas from Meetings, Receipts of Materials and Supplies Purchased

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

Leadership Coach and Administration will work with school site to facilitate the use of Vendors, Materials and Supplies as well as PD Supports

Person Responsible

Jasmine Smith

Schedule

Quarterly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Student Progress Monitoring Data

G1.B3 Parental Involvement 2

 B258730

G1.B3.S1 Offer parent workshops, teacher conference, school-home communication, Sub-Agreements and Contracted Vendors. 4

 S273945

Strategy Rationale

To keep parents informed, provide them with opportunities to assist their students and integrate family support within the school.

Action Step 1 5

The school will host parent events to improve parent involvement and provide parents with tips and support to help their child at home.

Person Responsible

Shannon Davis

Schedule

Quarterly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Sign in Sheets, Agendas, Flyers, and Sample Parent Notifications

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

The school will host parent event to improve parent involvement and provide parents with tips and support to help their child at home.

Person Responsible

Shannon Davis

Schedule

Quarterly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Photos/ Sign-in Sheets/ Participation by Admin

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

The school will host parent event to improve parent involvement and provide parents with tips and support to help their child at home.

Person Responsible

Shannon Davis

Schedule

Quarterly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Increased parental involvement and increased support with homework assignments/ reading at home (teacher feedback)

G2. 45% of our students will score a 3 or above on the ELA portion of the FSA. 1

G096111

G2.B2 Teachers need time and support to utilize former and new curriculum in order to meet the needs of all students. 2

B258732

G2.B2.S1 Teachers will learn to read and utilize iReady reports to focus on all ELA standards. 4

S273947

Strategy Rationale

Teachers received professional development on iReady, but will need time to learn how to monitor reports and learn to teach to standards, not curriculum.

Action Step 1 5

Teachers will use standards based resources including the iReady computer-based program and Ready books.

Person Responsible

Jasmine Smith

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

FSA Data in ELA 3-5

G3. 45% of our students will score a 3 or above on the math component of the FSA. 1

G096112

G3.B1 Insufficient emphasis on higher order problem solving instead of computation. 2

B258733

G3.B1.S1 Teachers shall teach several strategies to problem solve. Computation alone will not allow students to master standards. Teachers must see 'struggle time' as a time to engage students in deeper thinking and metacognition. 4

S273948

Strategy Rationale

While fluency in computation is important, teachers need to utilize Number Talks, Hot Problems (Go Math), etc. to allow students to find a strategy that works in problem solving. They also must have time to defend their answer choices.

Action Step 1 5

Utilize math instructional coach

Person Responsible

Erin Richardson

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

FSA Math Data Grade 3-5

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

Bi weekly meetings with math teachers

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

Chapter test scores in Go Math (Think Central) and formal observations

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

Observations in classrooms; focus on scores from iReady Math, Go Math (both formative)

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

Formal observations; FSA Math scores

G3.B2 Students have limited resources and academic support outside of the school day. 2

B258734

G3.B2.S1 STEM Afterschool Program for students to participate in supplemental academic activities. Coaches, Teachers, classroom Aids, equipment, materials and supplies will be utilized for the facilitation of program. 4

S273949

Strategy Rationale

Increasing access to academic activities and providing extended day learning opportunities for students.

Action Step 1 5

Extended day learning opportunities will be provided to students on a weekly basis

Person Responsible

Jasmine Smith

Schedule

Weekly, from 11/1/2017 to 4/27/2018

Evidence of Completion

Attendance rosters, teacher sign in and out logs, sample lesson plans

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

Administration and Leadership Coach will assist in the monitoring of the Afterschool program

Person Responsible

Jasmine Smith

Schedule

Weekly, from 11/1/2017 to 4/27/2018

Evidence of Completion

Site Visit Checklists, Sign in and Out Logs, Best practices summary

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

Administration and Leadership Coach will review student pre and post test data

Person Responsible

Jasmine Smith

Schedule

Weekly, from 11/1/2017 to 4/27/2018

Evidence of Completion

Progress Monitoring Data of students identified, pre and post test assessment data

G4. 35% of our students will score a 3 or above on the science component of the FCAT. **1**

 G096113

G4.B1 Varying ability levels which need specific interventions in order to read, write, and have a working knowledge of mathematical concepts/skills. **2**

 B258735

G4.B1.S1 Science teacher will work with the school math coach to ensure that the material covered in science has been taught in math. **4**

 S273950

Strategy Rationale

Science includes math skills such as measurement, fractions, and decimals. Students must know math skills before using them in science problem solving.

Action Step 1 **5**

Planning with math/science coach.

Person Responsible

Erin Richardson

Schedule

On 5/31/2018

Evidence of Completion

Formative chapter tests; FCAT science

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

Bi-weekly meetings with science teacher; review of assessment data by the leadership team.

Person Responsible

Jasmine Smith

Schedule

On 5/31/2018

Evidence of Completion

Chapter test grades; FCAT science; quiz grades.

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

Plan book checks; observations Leon Leads; informal visits to planning meetings

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

FCAT Science; feedback from district curriculum specialist

G4.B1.S2 Technology will be integrated within lessons. i.e. Kahoot, CPALMS 4

 S273951

Strategy Rationale

Students learn in different ways. Technology can draw students in and assess what has been learned and what still needs to be taught.

Action Step 1 5

Instructional technology used within science

Person Responsible

Erin Richardson

Schedule

On 5/31/2018

Evidence of Completion

Lesson plans; informal and formal teacher/class observations.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Evaluative and non-evaluative observations

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

Leon Leads evaluation system

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Observation data in science classroom

Person Responsible

Jasmine Smith

Schedule

On 5/31/2018

Evidence of Completion

FCAT scores; Leon Leads system for evaluation

G4.B1.S3 Students will learn additional cooperative strategies to strengthen inquiry. Such as those learned through Kagan. 4

S273952

Strategy Rationale

Students need to use inquiry to problem solve in science with their peers in a respectful way that allows everyone to participate.

Action Step 1 5

Teachers will learn more cooperative learning strategies to use in their classroom teaching.

Person Responsible

Jasmine Smith

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

FCAT Data; FSA Data

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Cooperative learning strategies

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

Teacher/classroom observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Walkthroughs, informal and formal observations

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

Leon Leads evaluations

G4.B1.S4 Outside resources will be utilized within and outside of the school. i.e. Tallahassee Mag Lab, High Touch, High Tech, Science on the Move 4

 S273953

Strategy Rationale

Teachers benefit by watching others teach science standards. Students will be introduced to more hands-on teaching that can be accessed in their own community.

Action Step 1 5

Out of LCS resources

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

School calendar; informal observations; PLC meeting agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Monitoring and facilitating outside resources for the science classroom

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

School calendar; informal observations in teacher file

G4.B2 Teachers is grades K-3 do not have science textbooks with which to teach science. This greatly impedes the school-wide focus on science. 2

 B258736

G4.B2.S1 Science books that focus on standards and include a science problem solving activity of the day will be used. 4

 S273954

Strategy Rationale

Science materials are only provided for 4th and 5th grades. You cannot begin teaching science concepts late. Standards from third grade are also included on the FCAT.

Action Step 1 5

Teachers will work with instructional coach to implement new science materials.

Person Responsible

Jasmine Smith

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom observations; quiz/test scores

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

Offer support in structured planning

Person Responsible

Shannon Davis

Schedule

On 5/31/2018

Evidence of Completion

Observations of planning and support by math/science instructional coach

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

Classroom observations

Person Responsible

Jasmine Smith

Schedule

On 5/31/2018

Evidence of Completion

Leon Leads evaluations

G4.B2.S2 STEM Coach and materials and supplies and Furniture and Fixtures for use of creating hands on experience and introducing background knowledge for students. 4

 S273955

Strategy Rationale

To provide students with background knowledge and create hands on experiences for students. STEM Coach will assist in facilitating classes for gifted students and assisting core content area teachers in all grade levels.

Action Step 1 5

Hiring and use of STEM Coach to support classrooms

Person Responsible

Jasmine Smith

Schedule

On 9/30/2018

Evidence of Completion

Sample Lesson Plans, School Leadership Meeting Sign In Sheets and Agendas, Evidence of Professional Development Provided

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Administration and Leadership Coach will conduct walkthroughs, review lesson materials, or data meetings

Person Responsible

Jasmine Smith

Schedule

Monthly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Lesson Plans, Meeting minutes from Data Chats, and evidence of teacher evaluations

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Administration and Leadership Coach Support Meetings and Data Chats

Person Responsible

Jasmine Smith

Schedule

Monthly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Student Progress Monitoring Data Review, Walkthroughs, Sample Lesson Plans

G4.B3 Students need real-world experiences in science. 2

 B258737

G4.B3.S1 Students rarely leave their neighborhoods, not experiencing science in their environment. 4

 S273956

Strategy Rationale

A partnership with the Florida State University Engineering Fraternity, Inspire, will allow students to engage in hands on activities both on our campus and around the greater Tallahassee area.

Action Step 1 5

In-school and out-of-school S.T.E.M. based field trips for students.

Person Responsible

Jasmine Smith

Schedule

Monthly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Our partnership with Inspire will bring in speakers, hands-on models and experiments, and offer science-based field trips for students to attend.

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

Increase in students' experience with the science standards they are learning.

Person Responsible

Erin Richardson

Schedule

Monthly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Science formative and summative assessments, FCAT Science

G5. 55% of our students in grades 4 and 5 will earn gains on the ELA portion of the FSA. 1

G096114

G5.B1 Time to track specific student data and decide what intervention will meet learning needs. 2

B258738

G5.B1.S1 PLC teams will meet bi-weekly to review data of students. Extended planning will allow teachers to receive strategies and small group planning. 4

S273957

Strategy Rationale

Teachers need time to ask questions and plan how they will best utilize time to meet the educational needs of all students.

Action Step 1 5

Instructional coaches will support teachers in delivering appropriate differentiated instruction using Wonders resources, iReady, and Linda Mood-Bell Visualizing and Verbalizing. Instructional leaders will attend district trainings and share updates with teacher teams.

Person Responsible

Shannon Davis

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Bi-weekly evaluation of Wonders assessments/cold reads, reports from iReady, and data from AIMS Web Plus.

G5.B2 Teachers do not utilize small groups in order to meet the needs of all students. 2

 B258739

G5.B2.S1 Teachers will need to design and plan for small groups with the expertise of a reading coach.

4

 S273958

Strategy Rationale

The reading coach knows can help teachers plan for small group teaching that will meet the needs of all students. She attends on-going training and receives information about program and strategies that work.

Action Step 1 5

Reading coaches will plan with grade level teams bi-weekly.

Person Responsible

Baleasa Hill

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Reading coach will utilize observation log that reflect coaching sessions which will then be shared with administration.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Teachers will use data to inform small group teaching groups that are fluid by examining standards with formal assessments in Wonders. The reading coach will be on hand to contribute their expertise in reading and how to best organize and teach small groups.

Person Responsible

Shannon Davis

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Wonders assessment data, Leon Leads classroom observations, data from iReady

G5.B3 Additional academic time is needed beyond the school day. 2

 B258740

G5.B3.S1 After-school Academic Academy at Oak Ridge. 4

 S273959

Strategy Rationale

The Academic Academy will offer students scoring low on the 2016-17 FSA, the extra time needed to learn the standards. After school hours, small groups will be led by teachers using district-vetted materials.

Action Step 1 5

The Oak Ridge Academic Academy will provide extended academic time.

Person Responsible

Baleasa Hill

Schedule

Daily, from 11/6/2017 to 4/27/2018

Evidence of Completion

G6. On the 2017 FSA, 46% of our students in grades 4 and 5 earned gains on the Math test. In 2018, 53% of our students will earn gains on the Math portion of the FSA. 1

G096115

G6.B1 Students struggle with high order problem solving relying only on computation skills. 2

B258741

G6.B1.S1 Begin instruction with inquiry, during which students engage in 'struggle time' to solve problems. Emphasize multiple ways to solve problems, and oral and written explanations of how problems were solved. Focus on increasing Number Talks and walk through each step of a problem to explain process. 4

S273961

Strategy Rationale

Teachers need training to match the rigors of the standards

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 utilize extended planning to work with the math coach.

Person Responsible

Erin Richardson

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson Plans

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

Effective instruction and student performance

Person Responsible

Jasmine Smith

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Teacher observations and student performance data examined in Problem Solving Team meetings.

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

Effective instruction and student performance

Person Responsible

Jasmine Smith

Schedule

Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion

Teacher observations and student performance data

G6.B2 Many students need a small group setting in order to practice skills in math. 2

 B258742

G6.B2.S3 Oak Ridge will run an Academic Academy after school. 4

 S273964

Strategy Rationale

The Academic Academy will allow highly qualified teachers to work with students on standards giving them more time to practice in a small group setting.

Action Step 1 5

Oak Ridge Academic Academy

Person Responsible

Baleasa Hill

Schedule

Weekly, from 11/6/2017 to 4/27/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.MA1  M394868	Bi weekly monitoring of Go Math tests, PLC meetings with the math coach, data from iReady	Davis, Shannon	8/15/2016	Improvement in student performance data	5/30/2017 biweekly
G6.B1.S1.MA1  M394885	Effective instruction and student performance	Smith, Jasmine	8/15/2016	Teacher observations and student performance data	5/30/2017 monthly
G3.B2.S1.MA1  M394866	Administration and Leadership Coach will review student pre and post test data	Smith, Jasmine	11/1/2017	Progress Monitoring Data of students identified, pre and post test assessment data	4/27/2018 weekly
G3.B2.S1.MA1  M394867	Administration and Leadership Coach will assist in the monitoring of the Afterschool program	Smith, Jasmine	11/1/2017	Site Visit Checklists, Sign in and Out Logs, Best practices summary	4/27/2018 weekly
G3.B2.S1.A1  A367789	Extended day learning opportunities will be provided to students on a weekly basis	Smith, Jasmine	11/1/2017	Attendance rosters, teacher sign in and out logs, sample lesson plans	4/27/2018 weekly
G5.B3.S1.A1  A367799	The Oak Ridge Academic Academy will provide extended academic time.	Hill, Baleasa	11/6/2017		4/27/2018 daily
G6.B2.S3.A1  A367801	Oak Ridge Academic Academy	Hill, Baleasa	11/6/2017		4/27/2018 weekly
G2.MA1  M394863	Classrooms walkthroughs, monitoring of ongoing progress data-Wonders and iReady	Davis, Shannon	8/14/2017	Wonders cold reads, reports from iReady, Lexia, AR, results from Leon Leads	5/31/2018 biweekly
G4.MA1  M394881	Results of science assessments within core science program.	Smith, Jasmine	8/14/2017	Results of Leon Leads during science instruction.	5/31/2018 biweekly
G5.MA1  M394883	Classroom walkthroughs, administrative attendance at PLCs and consultations with reading coach.	Smith, Jasmine	8/14/2017	Leon Leads, data from Wonders, AIMS Web Plus, STAR, AR, and iReady	5/31/2018 biweekly
G5.MA2  M394884	Classroom walkthroughs monitoring of ongoing progress data.	Davis, Shannon	8/14/2017	Wonders cold reads, reports from iReady, Lexia, AR, Leon Leads observations, STAR, AIMS Web Plus	5/31/2018 biweekly
G6.MA1  M394887	Data review during bi-weekly PLCs with grade level teams. Strategies learned by observing other...	Smith, Jasmine	8/14/2017	Go Math assessment, iReady, BOY/EOY data, walkthroughs by math coach and administration, Leon Leads	5/31/2018 biweekly
G1.B1.S1.A1  A367783	Instructional paraprofessionals hired to assist with intervention groups.	Hill, Baleasa	8/14/2017		5/31/2018 daily
G1.B1.S1.A2  A367784	Hired paraprofessionals will utilize reading programs such as Linda Mood-Bell's Seeing Stars and...	Davis, Shannon	9/18/2017	Progress Monitoring using AIMS Web Plus and STAR as well as tracking of iReady reading skills.	5/31/2018 daily
G2.B2.S1.A1  A367787	Teachers will use standards based resources including the iReady computer-based program and Ready...	Smith, Jasmine	8/14/2017	FSA Data in ELA 3-5	5/31/2018 weekly
G3.B1.S1.MA1  M394864	Observations in classrooms; focus on scores from iReady Math, Go Math (both formative)	Davis, Shannon	9/4/2017	Formal observations; FSA Math scores	5/31/2018 one-time
G3.B1.S1.MA1  M394865	Bi weekly meetings with math teachers	Davis, Shannon	9/5/2017	Chapter test scores in Go Math (Think Central) and formal observations	5/31/2018 one-time
G3.B1.S1.A1  A367788	Utilize math instructional coach	Richardson, Erin	8/14/2017	FSA Math Data Grade 3-5	5/31/2018 daily
G4.B1.S1.MA1  M394869	Plan book checks; observations Leon Leads; informal visits to planning meetings	Davis, Shannon	9/4/2017	FCAT Science; feedback from district curriculum specialist	5/31/2018 one-time

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Oak Ridge Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M394870	Bi-weekly meetings with science teacher; review of assessment data by the leadership team.	Smith, Jasmine	9/11/2017	Chapter test grades; FCAT science; quiz grades.	5/31/2018 one-time
G4.B1.S1.A1 A367790	Planning with math/science coach.	Richardson, Erin	9/4/2017	Formative chapter tests; FCAT science	5/31/2018 one-time
G4.B2.S1.MA1 M394876	Classroom observations	Smith, Jasmine	9/5/2017	Leon Leads evaluations	5/31/2018 one-time
G4.B2.S1.MA1 M394877	Offer support in structured planning	Davis, Shannon	9/5/2017	Observations of planning and support by math/science instructional coach	5/31/2018 one-time
G4.B2.S1.A1 A367794	Teachers will work with instructional coach to implement new science materials.	Smith, Jasmine	8/14/2017	Classroom observations; quiz/test scores	5/31/2018 weekly
G4.B3.S1.MA1 M394880	Increase in students' experience with the science standards they are learning.	Richardson, Erin	10/23/2017	Science formative and summative assessments, FCAT Science	5/31/2018 monthly
G4.B3.S1.A1 A367796	In-school and out-of-school S.T.E.M. based field trips for students.	Smith, Jasmine	10/23/2017	Our partnership with Inspire will bring in speakers, hands-on models and experiments, and offer science-based field trips for students to attend.	5/31/2018 monthly
G5.B1.S1.A1 A367797	Instructional coaches will support teachers in delivering appropriate differentiated instruction...	Davis, Shannon	8/14/2017	Bi-weekly evaluation of Wonders assessments/cold reads, reports from iReady, and data from AIMS Web Plus.	5/31/2018 weekly
G5.B2.S1.MA1 M394882	Teachers will use data to inform small group teaching groups that are fluid by examining standards...	Davis, Shannon	8/14/2017	Wonders assessment data, Leon Leads classroom observations, data from iReady	5/31/2018 biweekly
G5.B2.S1.A1 A367798	Reading coaches will plan with grade level teams bi-weekly.	Hill, Baleasa	8/14/2017	Reading coach will utilize observation log that reflect coaching sessions which will then be shared with administration.	5/31/2018 biweekly
G6.B1.S1.MA1 M394886	Effective instruction and student performance	Smith, Jasmine	9/18/2017	Teacher observations and student performance data examined in Problem Solving Team meetings.	5/31/2018 monthly
G6.B1.S1.A1 A367800	Teachers will participate in grade level professional development opportunities where they will...	Richardson, Erin	8/14/2017	Lesson Plans	5/31/2018 weekly
G4.B1.S2.MA1 M394871	Observation data in science classroom	Smith, Jasmine	10/9/2017	FCAT scores; Leon Leads system for evaluation	5/31/2018 one-time
G4.B1.S2.MA1 M394872	Evaluative and non-evaluative observations	Davis, Shannon	10/9/2017	Leon Leads evaluation system	5/31/2018 one-time
G4.B1.S2.A1 A367791	Instructional technology used within science	Richardson, Erin	10/9/2017	Lesson plans; informal and formal teacher/class observations.	5/31/2018 one-time
G4.B1.S3.MA1 M394873	Walkthroughs, informal and formal observations	Davis, Shannon	10/9/2017	Leon Leads evaluations	5/31/2018 one-time
G4.B1.S3.MA1 M394874	Cooperative learning strategies	Davis, Shannon	10/9/2017	Teacher/classroom observations	5/31/2018 one-time
G4.B1.S3.A1 A367792	Teachers will learn more cooperative learning strategies to use in their classroom teaching.	Smith, Jasmine	8/14/2017	FCAT Data; FSA Data	5/31/2018 daily
G4.B1.S4.MA1 M394875	Monitoring and facilitating outside resources for the science classroom	Davis, Shannon	9/11/2017	School calendar; informal observations in teacher file	5/31/2018 one-time
G4.B1.S4.A1 A367793	Out of LCS resources	Davis, Shannon	9/11/2017	School calendar; informal observations; PLC meeting agendas	5/31/2018 one-time
G1.MA1 M394862	Monitoring each intervention group for gains in reading achievement with the MTSS team.	Hill, Baleasa	8/14/2017	AIMS Web Plus data will show which students had gains or losses to determine if the intervention plan is working or needs to be changed.	9/30/2018 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
G1.B2.S1.MA1  M394858	Leadership Coach and Administration will work with school site to facilitate the use of Vendors,...	Smith, Jasmine	11/1/2017	Student Progress Monitoring Data	9/30/2018 quarterly
G1.B2.S1.MA1  M394859	Leadership Coach and Administration will work with school site to facilitate the use of Vendors,...	Smith, Jasmine	11/1/2017	Professional Development Opportunities/ Plan, Site Visit Review Checklists, Evidence of Data Chats, Sign In Sheets and Agendas from Meetings, Receipts of Materials and Supplies Purchased	9/30/2018 weekly
G1.B2.S1.A1  A367785	Teachers will plan with the execution of small group instruction. The both reading coaches will...	Hill, Baleasa	8/7/2017	The reading coach and administration will observe small group teaching checking for fidelity. The Problem Solving Team will review the data of students in intervention groups to determine if interventions are working or need to be changed. The Leadership Coach will also work to provide supports to administration and the school site.	9/30/2018 weekly
G1.B3.S1.MA1  M394860	The school will host parent event to improve parent involvement and provide parents with tips and...	Davis, Shannon	11/1/2017	Increased parental involvement and increased support with homework assignments/ reading at home (teacher feedback)	9/30/2018 quarterly
G1.B3.S1.MA1  M394861	The school will host parent event to improve parent involvement and provide parents with tips and...	Davis, Shannon	11/1/2017	Photos/ Sign-in Sheets/ Participation by Admin	9/30/2018 quarterly
G1.B3.S1.A1  A367786	The school will host parent events to improve parent involvement and provide parents with tips and...	Davis, Shannon	11/1/2017	Sign in Sheets, Agendas, Flyers, and Sample Parent Notifications	9/30/2018 quarterly
G4.B2.S2.MA1  M394878	Administration and Leadership Coach Support Meetings and Data Chats	Smith, Jasmine	11/1/2017	Student Progress Monitoring Data Review, Walkthroughs, Sample Lesson Plans	9/30/2018 monthly
G4.B2.S2.MA1  M394879	Administration and Leadership Coach will conduct walkthroughs, review lesson materials, or data...	Smith, Jasmine	11/1/2017	Lesson Plans, Meeting minutes from Data Chats, and evidence of teacher evaluations	9/30/2018 monthly
G4.B2.S2.A1  A367795	Hiring and use of STEM Coach to support classrooms	Smith, Jasmine	11/1/2017	Sample Lesson Plans, School Leadership Meeting Sign In Sheets and Agendas, Evidence of Professional Development Provided	9/30/2018 one-time

V. Professional Development Opportunities

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

G1. In 2018, 50% of students in the bottom quartile will earn gains on the ELA portion of the FSA.

G1.B1 Varying ability levels which need specific interventions in order to read, write, and have a working knowledge of all reading standards.

G1.B1.S1 Students will be provided with individualized intervention to be able to reach the same skill level as their peer group.

PD Opportunity 1

Hired paraprofessionals will utilize reading programs such as Linda Mood-Bell's Seeing Stars and Verbalizing and Visualizing as well as Corrective Reading and Early Interventions. iReady will be used as classroom interventions and will also be used in Morning Lab.

Facilitator

State workshop iReady User Summit

Participants

Jasmine Smith, Shannon Davis, Lashay McKhan, and Erin Richardson

Schedule

Daily, from 9/18/2017 to 5/31/2018

G4. 35% of our students will score a 3 or above on the science component of the FCAT.

G4.B1 Varying ability levels which need specific interventions in order to read, write, and have a working knowledge of mathematical concepts/skills.

G4.B1.S3 Students will learn additional cooperative strategies to strengthen inquiry. Such as those learned through Kagan.

PD Opportunity 1

Teachers will learn more cooperative learning strategies to use in their classroom teaching.

Facilitator

Kagan Training in October in Tallahassee

Participants

Administration and instructional coaches. Training will be expanded depending on funding.

Schedule

Daily, from 8/14/2017 to 5/31/2018

G5. 55% of our students in grades 4 and 5 will earn gains on the ELA portion of the FSA.

G5.B1 Time to track specific student data and decide what intervention will meet learning needs.

G5.B1.S1 PLC teams will meet bi-weekly to review data of students. Extended planning will allow teachers to receive strategies and small group planning.

PD Opportunity 1

Instructional coaches will support teachers in delivering appropriate differentiated instruction using Wonders resources, iReady, and Linda Mood-Bell Visualizing and Verbalizing. Instructional leaders will attend district trainings and share updates with teacher teams.

Facilitator

Reading instruction coaches from school and district

Participants

4th and 5th grade teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G5.B2 Teachers do not utilize small groups in order to meet the needs of all students.

G5.B2.S1 Teachers will need to design and plan for small groups with the expertise of a reading coach.

PD Opportunity 1

Reading coaches will plan with grade level teams bi-weekly.

Facilitator

School and district reading coaches

Participants

Reading teachers in Grades 4 and 5

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

G6. On the 2017 FSA, 46% of our students in grades 4 and 5 earned gains on the Math test. In 2018, 53% of our students will earn gains on the Math portion of the FSA.

G6.B1 Students struggle with high order problem solving relying only on computation skills.

G6.B1.S1 Begin instruction with inquiry, during which students engage in 'struggle time' to solve problems. Emphasize multiple ways to solve problems, and oral and written explanations of how problems were solved. Focus on increasing Number Talks and walk through each step of a problem to explain process.

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 utilize extended planning to work with the math coach.

Facilitator

School and district math coaches

Participants

grade level groups

Schedule

Weekly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional paraprofessionals hired to assist with intervention groups.				\$0.00
2	G1.B1.S1.A2	Hired paraprofessionals will utilize reading programs such as Linda Mood-Bell's Seeing Stars and Verbalizing and Visualizing as well as Corrective Reading and Early Interventions. iReady will be used as classroom interventions and will also be used in Morning Lab.				\$0.00
3	G1.B2.S1.A1	Teachers will plan with the execution of small group instruction. The both reading coaches will work with teams to review data and model how to teach small groups in reading.				\$0.00
4	G1.B3.S1.A1	The school will host parent events to improve parent involvement and provide parents with tips and support to help their child at home.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	311-Subagreements up to \$25,000	0171 - Oak Ridge Elementary School	UniSIG		\$2,000.00
			<i>Notes: Parental Involvement Service Agreements for specialist to work with Oak Ridge in Implementing Family Involvement Activities.</i>			
5	G2.B2.S1.A1	Teachers will use standards based resources including the iReady computer-based program and Ready books.				\$0.00
6	G3.B1.S1.A1	Utilize math instructional coach				\$0.00
7	G3.B2.S1.A1	Extended day learning opportunities will be provided to students on a weekly basis				\$31,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	0171 - Oak Ridge Elementary School	UniSIG		\$17,821.00
			<i>Notes: Classroom Teachers: Afterschool Program and Spring Break Program</i>			
	5000	150-Aides	0171 - Oak Ridge Elementary School	UniSIG		\$7,688.00
			<i>Notes: Activity Leaders/Paraprofessionals: Afterschool Program and Spring Break Program</i>			
	5000	160-Other Support Personnel	0171 - Oak Ridge Elementary School	UniSIG		\$6,291.00
			<i>Notes: Reading Coach: Afterschool Program and Spring Break Program79</i>			
8	G4.B1.S1.A1	Planning with math/science coach.				\$59,541.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0171 - Oak Ridge Elementary School	UniSIG		\$59,541.00
			<i>Notes: Leadership Coach</i>			

9	G4.B1.S2.A1	Instructional technology used within science				\$29,026.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0171 - Oak Ridge Elementary School	UniSIG		\$10,000.00
			<i>Notes: Furniture, Fixtures and Equipment Non-Capitalized Furniture, Chairs for labs, STEM instructional centers, computer work stations, book displays, Multimedia tables for library, telescopes, televisions, tripods, microscopes will assist in modeling best practices and provide feedback to teachers in instruction.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0171 - Oak Ridge Elementary School	UniSIG		\$10,000.00
			<i>Notes: Computer Hardware Capitalized Networking including iPads, computers, monitor, keyboard, Laptop Carts, Touch Screen computer, IMAC Desktops; IPDAS Air Tables and case interactive.</i>			
	5100	644-Computer Hardware Non-Capitalized	0171 - Oak Ridge Elementary School	UniSIG		\$9,026.00
			<i>Notes: Computer Hardware Non-Capitalized Equipment Tables, hard drives, monitors and keyboards.</i>			
10	G4.B1.S3.A1	Teachers will learn more cooperative learning strategies to use in their classroom teaching.				\$8,821.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0171 - Oak Ridge Elementary School	UniSIG		\$4,822.00
			<i>Notes: Materials and Supplies Consumables to include: books, workbooks, pencils, notebooks, paper, organizers.</i>			
	6400	311-Subagreements up to \$25,000	0171 - Oak Ridge Elementary School	UniSIG		\$2,500.00
			<i>Notes: Professional and Technical Services Professional and Technical Services teachers in-service training for staff development. Consultant for Reading, Mental Health Services Consultant; Consultant for Character Development for teachers</i>			
	6400	510-Supplies	0171 - Oak Ridge Elementary School	UniSIG		\$1,499.18
			<i>Notes: PD Materials and Supplies to support PD activities</i>			
11	G4.B1.S4.A1	Out of LCS resources				\$0.00
12	G4.B2.S1.A1	Teachers will work with instructional coach to implement new science materials.				\$0.00
13	G4.B2.S2.A1	Hiring and use of STEM Coach to support classrooms				\$56,669.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0171 - Oak Ridge Elementary School	UniSIG		\$56,669.00
			<i>Notes: STEM Teacher. Benefits Included</i>			
14	G4.B3.S1.A1	In-school and out-of-school S.T.E.M. based field trips for students.				\$0.00

15	G5.B1.S1.A1	Instructional coaches will support teachers in delivering appropriate differentiated instruction using Wonders resources, iReady, and Linda Mood-Bell Visualizing and Verbalizing. Instructional leaders will attend district trainings and share updates with teacher teams.	\$0.00
16	G5.B2.S1.A1	Reading coaches will plan with grade level teams bi-weekly.	\$0.00
17	G5.B3.S1.A1	The Oak Ridge Academic Academy will provide extended academic time.	\$0.00
18	G6.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 utilize extended planning to work with the math coach.	\$0.00
19	G6.B2.S3.A1	Oak Ridge Academic Academy	\$0.00
Total:			\$187,857.18