

Dixie District Schools

# Old Town Elementary School



2017-18 School Improvement Plan

## Old Town Elementary School

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

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	8%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

*\*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 was approved by the Dixie County School Board on 11/21/2017.

### 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 Old Town Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

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

##### b. Provide the school's vision statement

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

#### 2. School Environment

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

The school holds a "Meet Your Teacher" night before school starts for students and their parents to come and meet their teacher. The first weeks of school are used for school to home relations and team-building activities in the classrooms. In addition, multiple activities are held in the mornings and evenings throughout the school year so that parents and students are able to participate creating a connection between school and home.

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

Student safety is the number one priority and responsibility of every staff member at OTES. Supervision is provided at all areas of campus, sidewalks, bus loop, parent pick up, and cafeteria for all students before, during and after school. Visitors must sign in and receive a visitors passes to gain access to campus. Faculty and staff receive on-going training on various drills (fire, lock down, tornado, bus, etc.) throughout the school year. Members of the school safety team report directly to the principal after each drill to discuss areas of concern and ideas for improvement.

##### 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

The faculty and staff are trained at the beginning of the school year on expectation for student behavior. Classroom rules and consequences are posted in each classroom with tracking charts, consequences, and rewards. Teachers contact parents with letters of concern for minor infractions before referring students to office. Depending on the offense, students sent to office are counseled disciplined, and/or assigned behavior modules to complete on the ABE computer based program.

**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**

The guidance counselor is available to provide for all students counseling such as social stories as needed to work through social-emotional needs. Teachers, parents, and students can request this service. OTES also has a contracted behavior specialist available to assist with student needs. ESE IEP's have social and emotional goals, as well as, academic goals. If needed, the guidance counselor and IEP team will meet to develop a behavior plan with the assistance of the contracted behavior specialist.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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**

Early warning signals used to identify students in need of help include:  
 Dixie District Schools has a call system the notifies the home everyday a student is absent from school.  
 Written notifications are sent home when a student misses 5 and 9 days.  
 Written notifications are sent home with every discipline and consequence.  
 Course failure in English Language Arts or mathematics  
 A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or mathematics for students in grades 3-5  
 Score below 40% on the IOWA assessment for students in grades K-2  
 All students are identified during the MTSS process and teachers meet with parents to discuss struggles and goals.

**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	23	34	18	18	16	12	0	0	0	0	0	0	0	121
One or more suspensions	1	1	1	2	2	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	9	10	13	12	11	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	17	19	41	0	0	0	0	0	0	0	77

**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	2	4	6	7	0	0	0	0	0	0	0	19

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

Mandatory Parent/Teacher conferences are held twice a year so that parents are informed of their child's progress.  
 MTSS meetings are held after each universal progress monitoring assessment which includes FSA, IOWA, STAR, Waterford, and Exact Path. Students are identified based on scores not meeting the

benchmarks. At this meeting the lead team and teachers discuss any students who are having academic, behavioral, or attendance issues. A plan is then developed for each student and parents are informed of the plan. Progress monitoring assessments are given after 16 days of instruction. Follow-up meetings are held and immediate feedback and adjustments are made to each student's plan.

Letters are sent to parents at the end of every nine weeks for students with excessive absences. If attendance does not improve visits are made by the school resource officer. Parent conferences are held with parents of all students who display any of the early warning indicators. Classroom observations are completed by the district staffing specialist for students who are identified to have behavioral issues. Following the observations behavior plans are set up.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 available at the school site.

##### 2. Description

See Title 1 Parent Involvement Plan

### 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

OTES has monthly PTO/SAC meetings. During these meetings we encourage the participation of local business members. Local businesses and churches partner with the school to collect and donate school supplies for students throughout the year. Local businesses participate in community helpers days by talking to classes and bringing equipment used in their businesses for students to see. We also seek out partnerships with UF IFAS to teach our students about nutrition for 6-weeks per grade. The Food Bank of the Mighty provides bi-monthly food back packs for our students.

OTES works really hard to keep all upcoming events posted in the paper and on social media so that the community stays informed.

## 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
Tillis, Karen	Principal
Sache, Christy	Guidance Counselor
Martin, Jamie	Assistant Principal
Rains, Gail	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**

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

**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**

MTSS addresses the needs of all students, therefore, the MTSS/Rtl problem solving process is the driving force for all academic and behavioral decisions. We evaluate universal assessment data three times a year which guides our budget and professional development needs

Title I provides OTES with funding for one intervention teacher, percentage of the reading coach, and five paraprofessionals. Title 1 funds additional intervention through a district after school tutoring program. Title I assists in getting parental involvement by providing training for parents so that they can assist their children in their education. Title I funds are used to support classroom teachers with materials such as library books and research-based instructional materials. Title 1 also provides professional development for classroom teachers.

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

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

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

Violence Prevention Programs

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

DARE: The Dixie County Sheriffs office provides an officer to instruct students on the following

issues: drugs, abuse, theft, bullying, and fighting. Services under Safe and Drug Free Schools also provide school resource officers as needed at OTES.

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Karen Tillis	Principal
Vicky Hunt	Teacher
Susan Crise	Parent
Deanne Whittington	Teacher
Jessica Dyals	Parent
John Buck	Business/Community
Aaron Mikell	Business/Community
Troy Calahan	Business/Community
	Student
	Student

### 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, § 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

The school improvement plan remains a fluid document. The School Improvement Plan is written with on-going input by the SAC members. The plan is reviewed monthly at every SAC meeting and additions and improvements are noted.

##### b. Development of this school improvement plan

The leadership team creates school goals and strategies based on school wide data. Data from the 2016-17 school year and on-going data is presented to the SAC committee and members are encouraged to offer suggestions and input on strategies to improve our data. Title I parent and staff surveys are used to assist in goal creation. Once goals and strategies are created and accepted by the SAC committee, the Dixie District School Board approves the plan.

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

The school's annual budget is prepared by the district office and school administration. SAC members are encouraged to talk with other parents and staff members to obtain input on needs of the school. Members bring ideas to the SAC to discuss for possible funding.

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

During the 2017-18 school year, the principal is going to present using SAC funds to increase student attendance.

**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
Rains, Gail	Instructional Coach
Martin, Jamie	Assistant Principal
Sache, Christy	Guidance Counselor
McClellan, Sonja	Teacher, K-12
Tillis, Karen	Principal

**b. Duties**

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

The LLT meets and reviews school-wide data from Progress monitoring assessments. The team shares concerns and ideas in the area of reading instruction. The members of the LLT share information with other grade level teachers and also serve as role models for literacy activities. This team ensures that quality reading strategies are being used across grade levels and across curriculum. The LLT will provide professional development and information for the implementation of the Florida Standards.

**D. Public and Collaborative Teaching**

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

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

Administration understands the importance in creating a positive academically driven school culture. Bi-Monthly grade level meetings are required, but weekly meetings are encouraged so that collaboration can exist between teachers. Administration is also providing monthly professional development that is timely in terms of need and adjustment during the instructional cycle. This PD is provided in grade level bands so that teachers have a deep understanding of where students are coming from and what they need to be for long term success. Grade levels also work together to develop and participate in professional development activities to improve student achievement. Outstanding faculty and staff members are recognized monthly for amazing work and dedication.

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

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

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

Our new teachers will be assigned to an experienced teacher with highly effective evaluations and Clinical Educator training for their first year at OTES.  
Mentoring activities will include observations of both mentor and mentee classrooms, shared planning time for lesson plans and development and open conversations with administration with mentor and mentee present.  
Instructional personnel with needs improvement evaluations will be monitored by the principal.  
During the 2017-18 school year, new teachers will also participate in NEFEC new teacher program.

## **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***

Dixie District School core instructional programs will be state-adopted programs. ELA: Harcourt Journey's Mathematics: GO Math. Each school attends the NEFEC Adoption Fair each year to ensure the decision making on all materials is team driven. OTES also uses Curriculum Associates LAFS and MAFS Ready supplemental books which are Florida Standard and FSA aligned. This school year, Dixie District School started using the Exact Path computer based program that is aligned specifically with Florida Standards. Teachers also develop curriculum maps for each subject. Florida Standards are noted on every lesson plan.

#### **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***

MTSS meetings are held with teachers and school leadership team after each Progress Monitoring Assessment. Data is reviewed and MTSS plans are written for identified students. Follow-up meetings are held every 16 instructional days to review the progress of the students. Data results are used for instructional planning for small group activities to meet the needs of individual students. During this time, teachers are also meeting with grade levels, administration, and instructional coach to monitor plans and ensure focus. The instructional coach also will be doing MTSS fidelity checks during every 16 day instructional cycle. Instructional paraprofessionals are assigned to classrooms during small group instruction. Tier 3 students will also be pulled out of class as the end of the school day to the instructional coaches room to receive additional assistance on phonics and fluency. Professional Development is provided on a timely and needed basis. Administration uses on-going progress monitoring data, walk through data, and data collected during teacher interviews to set PD.

**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:** After School Program

**Minutes added to school year:** 2,880

All students grades 3-5 who scored level 1 or 2 on FSA or below 25% on STAR reading or math will be offered after school tutoring provided by highly qualified teachers for 90 minutes 2 days a week in small groups.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Tillis, Karen, karentillis@dixie.k12.fl.us

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

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

**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, § 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**

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

In preparation for the transition of our 5th graders to enter 6th grade, OTES sets up the instructional day so the students must change classes into core subject departments. In May, our 5th grade will do a tour and visit of the middle school campus.

**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**

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

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

**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**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.** OTES will increase the percentage of students scoring at or above level 3 on the English Language Arts FSA from 53% to 60%
- G2.** OTES will increase the percentage of students making learning gains on English Language Arts FSA from 36% to 60%.
- G3.** OTES will maintain the percentage of students scoring at or above level 3 at 69% on Math FSA.
- G4.** OTES will maintain the percentage of students showing growth at 69%, on Math FSA.
- G5.** OTES will increase the percentage of students scoring level 3 or above on Science FCAT 2.0 from 67% to 70%.
- G6.** OTES will increase the percentage of students in the bottom 25% making learning gains on the English Language Arts FSA from 47% to 51%.
- G7.** OTES will maintain the percent of students in the bottom 25% making learning gains on the Mathematics FSA at 65%

## 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.** OTES will increase the percentage of students scoring at or above level 3 on the English Language Arts FSA from 53% to 60% **1a**

G094279

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0

**Targeted Barriers to Achieving the Goal** **3**

- Instructional Classroom Leaders not having an in-depth understanding of the standards and the level at which the standards will be tested.
- Lack of high complexity lessons and instructional materials at the assigned grade level.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Florida Ready Books
- FSA Test Specifications and Published Questions
- Study Island
- Exact Path

**Plan to Monitor Progress Toward G1.** **8**

Progress Monitoring Assessments: STAR, School-Based, and Exact Path

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Increase in achievement levels of students on progress monitoring assessments.



**G2.** OTES will increase the percentage of students making learning gains on English Language Arts FSA from 36% to 60%. 1a

G094280

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

**Targeted Barriers to Achieving the Goal** 3

- The instruction of and ability to respond to text based writing activities.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- MTSS Materials
- Write Score Assessments and Instructional Materials

**Plan to Monitor Progress Toward G2.** 8

Results on progress monitoring data

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

**Evidence of Completion**

Results on progress monitoring assessments.

**G3. OTES will maintain the percentage of students scoring at or above level 3 at 69% on Math FSA.** 1a

G094281

**Targets Supported** 1b

Indicator	Annual Target
	69.0

**Targeted Barriers to Achieving the Goal** 3

- The student's inability to manage different tasks and multiple demands with-in complex math problems.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Exact Path
- Study Island
- Florida Ready Books
- Acaletics

**Plan to Monitor Progress Toward G3.** 8

On-Going Progress Monitoring

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/12/2017 to 4/27/2018

**Evidence of Completion**

Student performance on progress monitoring assessments and on FSA

**G4. OTES will maintain the percentage of students showing growth at 69%, on Math FSA.** 1a

G094282

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	69.0

**Targeted Barriers to Achieving the Goal** 3

- Students are not be able to identify aspects of a mathematical situations, particularly in word problems or other problem solving situations on the FSA, where some information is relevant and some information is not relevant.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- MAFS Ready Math
- Study Island
- Acaletics

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

On-Going Progress Monitoring

**Person Responsible**

Karen Tillis

**Schedule**

On 4/27/2018

**Evidence of Completion**

Student performance on progress monitoring assessments and on FSA

**G5.** OTES will increase the percentage of students scoring level 3 or above on Science FCAT 2.0 from 67% to 70%. 1a

G094283

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Targeted Barriers to Achieving the Goal** 3

- Limited Science Vocabulary
- New Instructional Leader in the Classrooms

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Science Acaletics
- Mentor Science Teacher

**Plan to Monitor Progress Toward G5.** 8

Progress monitoring data and classroom tests.

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

**Evidence of Completion**

Student performance on EOC Assessments and FCAT

**G6.** OTES will increase the percentage of students in the bottom 25% making learning gains on the English Language Arts FSA from 47% to 51%. 1a

G094284

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	51.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of intensity and specific targeted instruction for those students in the bottom 25%.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Study Island
- Exact Path
- Additional 20 minutes of small group instruction in master schedule.

**Plan to Monitor Progress Toward G6.** 8

Progress Monitoring Assessments

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

**Evidence of Completion**

Exact Path and Star Data

**G7.** OTES will maintain the percent of students in the bottom 25% making learning gains on the Mathematics FSA at 65% **1a**

G094285

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	65.0

**Targeted Barriers to Achieving the Goal** **3**

- Student's inability to recall basic math facts, rules, and procedures.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Exact Path
- MAFS Florida Ready

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

OTES will increase the percent of Students in the bottom quartile making learning gains on Math FSA from 38% to 51%.

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/26/2016 to 5/31/2017

**Evidence of Completion**

Scores on Progress monitoring assessments and FSA.

## Action Plan for Improvement


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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** OTES will increase the percentage of students scoring at or above level 3 on the English Language Arts FSA from 53% to 60% **1**

 G094279

**G1.B1** Instructional Classroom Leaders not having an in-depth understanding of the standards and the level at which the standards will be tested. **2**

 B253148

**G1.B1.S1** Teachers will be involved in on-going professional development where each tested content area of FSA/ELA will be broken down from standard, to skill, to strategy. Then state data from each tested content area on FSA/ELA will be broken down by school, grade level, and teacher to see where weaknesses in instruction and instructional materials are evident. **4**

 S267214

### Strategy Rationale

In order to raise student achievement in each tested content area of FSA/ELA, teachers need to be aware of their weaknesses and lack of understanding of level at which the standards will be tested or the materials used in instruction of these standards. By increasing instructional leader awareness, student achievement should increase.

### Action Step 1 **5**

On-going Targeted Professional Development

#### Person Responsible

Karen Tillis

#### Schedule

Quarterly, from 8/21/2017 to 4/2/2018

#### Evidence of Completion

Agendas and Rosters from Training

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

Administration will monitor instruction through targeted instructional walk-throughs.

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 8/21/2017 to 4/2/2018

**Evidence of Completion**

Instructional walk-throughs will be turned into the district office at monthly principal's meeting.

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

Progress Monitoring Assessments

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

**Evidence of Completion**

Exact Path and Star Score Reports



**G1.B2** Lack of high complexity lessons and instructional materials at the assigned grade level. **2**

 B253149

**G1.B2.S1** Teachers will be involved in on-going professional development where each tested content area of FSA/ELA will be broken down from standard, to skill, to strategy. Then state data from each tested content area on FSA/ELA will be broken down by school, grade level, and teacher. **4**

 S267216

**Strategy Rationale**

In order to raise student achievement in each tested content area of FSA/ELA, teachers need to be aware of their weaknesses and lack of understanding of level at which the standards will be tested or the materials used in instruction of these standards.

**Action Step 1** **5**

Professional Development provided by administration.

**Person Responsible**

Karen Tillis

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Schedule of PD activities

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

Targeted instructional classroom walk-throughs by administration.

**Person Responsible**

Karen Tillis

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Classroom walk-throughs will be collected and monitored for instructional trends and targeted behaviors. These CWT's will be turned in monthly to the district office.

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

Progress Monitoring Assessments

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

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

**G2.** OTES will increase the percentage of students making learning gains on English Language Arts FSA from 36% to 60%. 1

G094280

**G2.B1** The instruction of and ability to respond to text based writing activities. 2

B253254

**G2.B1.S1** Reading Coach will provide professional development on the state released exemplars, state rubric, and what will be required in each part of the rubric. Administration will provide additional professional development on Close Reading lessons. 4

S267345

**Strategy Rationale**

Teachers must have a deep understanding of what is expected of the student's writing based on the state rubric. They must also be able to teach the students how to critically read the complex text and find the text based evidence needed so that they can respond to the writing prompt.

**Action Step 1 5**

Professional Development on state released writing exemplars and writing rubric.

**Person Responsible**

Gail Rains

**Schedule**

Semiannually, from 9/6/2017 to 2/21/2018

**Evidence of Completion**

Through the use of Write Score assessments, reading coach and administrators can monitor student progress.

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

Progress Monitoring Data from Write Score

**Person Responsible**

Karen Tillis

**Schedule**

Triannually, from 9/6/2017 to 2/21/2018

***Evidence of Completion***

Comparison data from pre/post informational and narrative text.

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

Progress Monitoring Write Score Assessments

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

***Evidence of Completion***

Holistic scores from Write Score

**G3.** OTES will maintain the percentage of students scoring at or above level 3 at 69% on Math FSA. 1

G094281

**G3.B1** The student's inability to manage different tasks and multiple demands with-in complex math problems. 2

B253154

**G3.B1.S1** Students will be exposed daily to varying levels of math problems and previewing and reviewing multiple math problems across the math domains using Acaletics and math calendar. 4

S267221

### Strategy Rationale

Daily preview of difficult math concepts with embedded math vocabulary instruction and review of previously taught skills will help reinforce difficult math concepts needed to be successful.

### Action Step 1 5

Daily review with Acaletics and math warm-ups.

#### Person Responsible

Karen Tillis

#### Schedule

Daily, from 9/6/2017 to 4/27/2018

#### Evidence of Completion

Lessons observed in CWT's and lesson plans

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

On-Going Progress Monitoring

#### Person Responsible

Karen Tillis

#### Schedule

Monthly, from 9/6/2017 to 4/27/2018

#### Evidence of Completion

Data spreadsheets

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

Effectiveness of Acaletics and math warm-ups

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

**Evidence of Completion**

Student scores on Progress monitoring assessments and Big Idea Assessments

**G4. OTES will maintain the percentage of students showing growth at 69%, on Math FSA. 1**

G094282

**G4.B1** Students are not be able to identify aspects of a mathematical situations, particularly in word problems or other problem solving situations on the FSA, where some information is relevant and some information is not relevant. 2

B253157

**G4.B1.S1** Teachers will provide explicit instruction of specific strategies to increase student's ability to identify relevant and irrelevant information in complex word problems. 4

S267224

**Strategy Rationale**

When students are able to navigate through higher order mathematical word problems, they then have the ability to correctly follow through with the computation, rules and procedures.

**Action Step 1 5**

Teachers will have professional development on the standards and FSA tested content areas in mathematics for a deeper understanding of the level and depth of questions the students will face on assessments.

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

**Evidence of Completion**

sign-in sheets and agendas

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

Activities in classrooms involving more rigor and enrichment activities.

**Person Responsible**

Karen Tillis

**Schedule**

Monthly, from 9/6/2017 to 4/27/2018

***Evidence of Completion***

Lesson plans,CWT's

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

More rigorous activities in math classes.

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/19/2016 to 5/31/2017

***Evidence of Completion***

Student scores on Progress Monitoring assessments

**G5.** OTES will increase the percentage of students scoring level 3 or above on Science FCAT 2.0 from 67% to 70%. 1

G094283

**G5.B1** Limited Science Vocabulary 2

B253158

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

S267226

### Strategy Rationale

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

### Action Step 1 5

School-wide focus on grade level appropriate science vocabulary.

#### Person Responsible

Karen Tillis

#### Schedule

Daily, from 8/30/2017 to 5/2/2018

#### Evidence of Completion

observations during CWT's and lesson plans

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

School-wide focus on grade level appropriate science vocabulary.

#### Person Responsible

Karen Tillis

#### Schedule

Monthly, from 9/6/2017 to 4/25/2018

#### Evidence of Completion

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

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

School-wide focus on grade level appropriate science vocabulary.

**Person Responsible**

Karen Tillis

**Schedule**

Quarterly, from 9/12/2016 to 5/31/2017

**Evidence of Completion**

Student scores on Progress Monitoring assessments, classroom assessments and EOC assessments.

**G6.** OTES will increase the percentage of students in the bottom 25% making learning gains on the English Language Arts FSA from 47% to 51%. 1

G094284

**G6.B1** Lack of intensity and specific targeted instruction for those students in the bottom 25%. 2

B253160

**G6.B1.S1** The master schedule will reflect additional intense targeted instructional time. In addition, through the MTSS process, students will be placed in specific groups based on fluency, vocabulary, and comprehension so that instruction meets the needs of the current progress monitoring assessments and match instruction to missing skills. 4

S267228

**Strategy Rationale**

If the time for additional intervention is scheduled into the master schedule, administration will ensure the time is being used correctly. Teachers will be able to plan for smaller groups of students with like needs.

**Action Step 1** 5

Each class will have a scheduled MTSS time to offer small group instruction to students based on targeted needs.

**Person Responsible**

Karen Tillis

**Schedule**

Daily, from 9/20/2017 to 4/27/2018

**Evidence of Completion**

Observations during CWT's and lesson plans.



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

MTSS Fidelity Walk-Throughs

**Person Responsible**

Gail Rains

**Schedule**

Monthly, from 10/18/2017 to 4/4/2018

***Evidence of Completion***

Observations during CWT's and lesson plans.

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

Reading Coach fidelity walk throughs

**Person Responsible**

Gail Rains


**Schedule**

Monthly, from 9/6/2017 to 4/27/2018

***Evidence of Completion***

CWTs will be turned into administration and reviewed against student plans.

**G7.** OTES will maintain the percent of students in the bottom 25% making learning gains on the Mathematics FSA at 65% **1**

 G094285

**G7.B1** Student's inability to recall basic math facts, rules, and procedures. **2**

 B253161

**G7.B1.S1** Daily math fact drills and strategies embedded in instruction in the classroom. Strategy anchor chart and hooks taught to assist students in recalling facts, rules, and procedures. **4**

 S267229

### **Strategy Rationale**

Students must be able to consistency practice basic facts, rules, and procedures for immediate recall.

### **Action Step 1** **5**

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

#### **Person Responsible**

Karen Tillis

#### **Schedule**

Weekly, from 9/6/2017 to 4/27/2018

#### **Evidence of Completion**

lesson plans, observations in CWT's, timed tests

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

Timed skill tests developed and given at each grade level.

#### **Person Responsible**

Karen Tillis

#### **Schedule**

Quarterly, from 9/26/2016 to 5/31/2017

#### **Evidence of Completion**

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

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

CWTs and Progress Monitoring of student data

**Person Responsible**

Karen Tillis

**Schedule**

Monthly, from 9/6/2017 to 4/27/2018

***Evidence of Completion***

Data from CWTs and Exact Path and STAR data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G4.B1.S1.MA1 M379174	More rigorous activities in math classes.	Tillis, Karen	9/19/2016	Student scores on Progress Monitoring assessments	5/31/2017 quarterly
G7.MA1 M379192	OTES will increase the percent of Students in the bottom quartile making learning gains on Math FSA...	Tillis, Karen	9/26/2016	Scores on Progress monitoring assessments and FSA.	5/31/2017 quarterly
G7.B1.S1.MA1 M379191	Timed skill tests developed and given at each grade level.	Tillis, Karen	9/26/2016	Observations during CWT's , lesson plans, timed test results	5/31/2017 quarterly
G5.B1.S1.MA1 M379182	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	9/12/2016	Student scores on Progress Monitoring assessments, classroom assessments and EOC assessments.	5/31/2017 quarterly
G2.B1.S1.A1 A355465	Professional Development on state released writing exemplars and writing rubric.	Rains, Gail	9/6/2017	Through the use of Write Score assessments, reading coach and administrators can monitor student progress.	2/21/2018 semiannually
G2.B1.S1.MA1 M379427	Progress Monitoring Data from Write Score	Tillis, Karen	9/6/2017	Comparison data from pre/post informational and narrative text.	2/21/2018 triannually
G1.B1.S1.MA1 M379151	Administration will monitor instruction through targeted instructional walk-throughs.	Tillis, Karen	8/21/2017	Instructional walk-throughs will be turned into the district office at monthly principal's meeting.	4/2/2018 quarterly
G1.B1.S1.A1 A355250	On-going Targeted Professional Development	Tillis, Karen	8/21/2017	Agendas and Rosters from Training	4/2/2018 quarterly
G6.B1.S1.MA1 M379188	MTSS Fidelity Walk-Throughs	Rains, Gail	10/18/2017	Observations during CWT's and lesson plans.	4/4/2018 monthly
G5.B1.S1.MA1 M379183	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	9/6/2017	observations during CWT's, lesson plans and curriculum maps.	4/25/2018 monthly
G7.B1.S1.A1 A355268	Identify basic skills needed in each grade level and test for mastery of skills with timed fluency...	Tillis, Karen	9/6/2017	lesson plans, observations in CWT's, timed tests	4/27/2018 weekly
G2.B1.S1.MA1 M379428	Progress Monitoring Write Score Assessments	Tillis, Karen	9/6/2017	Holistic scores from Write Score	4/27/2018 quarterly
G1.B1.S1.MA1 M379369	Progress Monitoring Assessments	Tillis, Karen	9/6/2017	Exact Path and Star Score Reports	4/27/2018 quarterly
G3.B1.S1.MA1 M379166	Effectiveness of Acaletics and math warm-ups	Tillis, Karen	9/6/2017	Student scores on Progress monitoring assessments and Big Idea Assessments	4/27/2018 quarterly
G3.B1.S1.MA1 M379167	On-Going Progress Monitoring	Tillis, Karen	9/6/2017	Data spreadsheets	4/27/2018 monthly
G7.B1.S1.MA1 M380220	CWTs and Progress Monitoring of student data	Tillis, Karen	9/6/2017	Data from CWTs and Exact Path and STAR data	4/27/2018 monthly
G6.MA1 M380210	Progress Monitoring Assessments	Tillis, Karen	9/6/2017	Exact Path and Star Data	4/27/2018 quarterly
G4.B1.S1.MA1 M379175	Activities in classrooms involving more rigor and enrichment activities.	Tillis, Karen	9/6/2017	Lesson plans,CWT's	4/27/2018 monthly
G4.B1.S1.A1 A355263	Teachers will have professional development on the standards and FSA tested content areas in...	Tillis, Karen	9/6/2017	sign-in sheets and agendas	4/27/2018 quarterly
G5.MA1 M379184	Progress monitoring data and classroom tests.	Tillis, Karen	9/6/2017	Student performance on EOC Assessments and FCAT	4/27/2018 quarterly

**Dixie - 0041 - Old Town Elementary School - 2017-18 SIP**  
*Old Town Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1 M379181	On-Going Progress Monitoring	Tillis, Karen	9/6/2017	Student performance on progress monitoring assessments and on FSA	4/27/2018 one-time
G3.MA1 M379173	On-Going Progress Monitoring	Tillis, Karen	9/12/2017	Student performance on progress monitoring assessments and on FSA	4/27/2018 quarterly
G6.B1.S1.MA1 M380216	Reading Coach fidelity walk thourghs	Rains, Gail	9/6/2017	CWTs will be turned into administration and reviewed against student plans.	4/27/2018 monthly
G2.MA1 M379165	Results on progress monitoring data	Tillis, Karen	9/6/2017	Results on progress monitoring assessments.	4/27/2018 quarterly
G6.B1.S1.A1 A355267	Each class will have a scheduled MTSS time to offer small group instruction to students based on...	Tillis, Karen	9/20/2017	Observations during CWT's and lesson plans.	4/27/2018 daily
G3.B1.S1.A1 A355259	Daily review with Acaletics and math warm-ups.	Tillis, Karen	9/6/2017	Lessons observed in CWT's and lesson plans	4/27/2018 daily
G5.B1.S1.A1 A355265	School-wide focus on grade level appropriate science vocabulary.	Tillis, Karen	8/30/2017	observations during CWT's and lesson plans	5/2/2018 daily
G1.B2.S1.MA1 M379155	Targeted instructional classroom walk-throughs by administration.	Tillis, Karen	8/21/2017	Classroom walk-throughs will be collected and monitored for instructional trends and targeted behaviors. These CWT's will be turned in monthly to the district office.	5/25/2018 weekly
G1.B2.S1.A1 A355252	Professional Development provided by administration.	Tillis, Karen	8/21/2017	Schedule of PD activities	5/25/2018 monthly
G1.B2.S1.MA1 M379154	Progress Monitoring Assessments	Tillis, Karen	8/21/2017	Student progress toward the mastery of grade level skills and the effectiveness of strategies and programs will be monitored through the use of CWT's, by administration. Student data will be reviewed throughout the year during grade level meetings and data meetings.	5/25/2018 quarterly
G1.MA1 M379160	Progress Monitoring Assessments: STAR, School-Based, and Exact Path	Tillis, Karen	8/21/2017	Increase in achievement levels of students on progress monitoring assessments.	5/25/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** OTES will increase the percentage of students scoring at or above level 3 on the English Language Arts FSA from 53% to 60%

**G1.B2** Lack of high complexity lessons and instructional materials at the assigned grade level.

**G1.B2.S1** Teachers will be involved in on-going professional development where each tested content area of FSA/ELA will be broken down from standard, to skill, to strategy. Then state data from each tested content area on FSA/ELA will be broken down by school, grade level, and teacher.

### PD Opportunity 1

Professional Development provided by administration.

#### Facilitator

Reading Coach, Principal, Assistant Principal, Literacy Team

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/21/2017 to 5/25/2018

**G2.** OTES will increase the percentage of students making learning gains on English Language Arts FSA from 36% to 60%.

**G2.B1** The instruction of and ability to respond to text based writing activities.

**G2.B1.S1** Reading Coach will provide professional development on the state released exemplars, state rubric, and what will be required in each part of the rubric. Administration will provide additional professional development on Close Reading lessons.

### PD Opportunity 1

Professional Development on state released writing exemplars and writing rubric.

#### Facilitator

Gail Rains

#### Participants

3rd-5th grade teachers

#### Schedule

Semiannually, from 9/6/2017 to 2/21/2018

**G4.** OTEs will maintain the percentage of students showing growth at 69%, on Math FSA.

**G4.B1** Students are not be able to identify aspects of a mathematical situations, particularly in word problems or other problem solving situations on the FSA, where some information is relevant and some information is not relevant.

**G4.B1.S1** Teachers will provide explicit instruction of specific strategies to increase student's ability to identify relevant and irrelevant information in complex word problems.

### **PD Opportunity 1**

Teachers will have professional development on the standards and FSA tested content areas in mathematics for a deeper understanding of the level and depth of questions the students will face on assessments.

#### **Facilitator**

Lead Math Teachers

#### **Participants**

classroom teachers, administrators

#### **Schedule**

Quarterly, from 9/6/2017 to 4/27/2018

## 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	On-going Targeted Professional Development				\$0.00
2	G1.B2.S1.A1	Professional Development provided by administration.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Old Town Elementary School	Title I, Part A		\$0.00
3	G2.B1.S1.A1	Professional Development on state released writing exemplars and writing rubric.				\$0.00
4	G3.B1.S1.A1	Daily review with Acaletics and math warm-ups.				\$11,959.48
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Old Town Elementary School	Title I, Part A		\$11,959.48
			<i>Notes: Acaletics Books</i>			
5	G4.B1.S1.A1	Teachers will have professional development on the standards and FSA tested content areas in mathematics for a deeper understanding of the level and depth of questions the students will face on assessments.				\$0.00
6	G5.B1.S1.A1	School-wide focus on grade level appropriate science vocabulary.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Old Town Elementary School	Title I, Part A		\$0.00
			<i>Notes: AIMS Science PD</i>			
7	G6.B1.S1.A1	Each class will have a scheduled MTSS time to offer small group instruction to students based on targeted needs.				\$0.00
8	G7.B1.S1.A1	Identify basic skills needed in each grade level and test for mastery of skills with timed fluency tests.				\$0.00
					<b>Total:</b>	<b>\$11,959.48</b>