Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

Oak Park Elementary

Area:

North – Area 4

Principal:

Ron Dedmon

Area Superintendent:

Dr. Ronald Bobay

SAC Chairperson:

Marco Juarez

Superintendent: Dr. Brian Binggeli

Mission Statement:

The Oak Park Elementary School community will work as a team to nurture its students to attain their highest potential. Success will be achieved through an enriched curriculum, a commitment to character education, and by fostering a culture of collaboration in a safe, risk-free environment.

Vision Statement:

Oak Park Elementary School will work as a team to provide a safe and caring environment where all students can reach their full academic potential.

Brevard County Public Schools
School Improvement Plan
2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

Quantitative

During the 2011-2012 school year, Oak Park earned 512 points, which was an 80 point decrease from the previous year. Based on this information, we received a 'B' as a school grade. This is the 1st year in 9 years that we have received a 'B'.

Over the last 2 years, at least 50% of the lowest 25% have made learning gains in both reading and math. Reading gains for the lowest 25% of students increased from 62% to 69% during the 2011-2012 school year and math gains increased from 53% to 58% in the same time span.

A three year data trend for the African American population in *reading* is as follows:

2010 - 47% below grade level in reading

2011 - 51% below grade level in reading

2012 - 65% below grade level in reading

A three year data trend for the African American population in *math* is as follows:

2010 - 56% below grade level in math

2011 - 43% below grade level in math

2012 - 65% below grade level in math

A three year data trend for Students with Disabilities population in reading is as follows:

2010 - 62% below grade level in reading

2011 - 62% below grade level in reading

2012 - 66% below grade level in reading

A three year data trend for the Students with Disabilities population in *math* is as follows:

2010 - 62% below grade level in math

2011 - 55% below grade level in math

2012 - 75% below grade level in math

A three year data trend for the Economically Disadvantaged population in *reading* is as follows:

2010 - 31% below grade level in reading

2011 - 32% below grade level in reading

2012 - 46% below grade level in reading

A three year data trend for the Economically Disadvantaged population in *math* is as follows:

2010 - 37% below grade level in math

2011 - 28% below grade level in math

2012 - 46% below grade level in math

Proficiency comparisons with the same group of students for two grades in a row:

3rd grade reading went from 85% to 71% of students being on grade level in 4th grade

3rd grade math went from 92% to 54% of students being on grade level in 4th grade

4th grade reading went from 77% to 60% of students being on grade level in 5th grade

4th grade math went from 74% to 45% of students being on grade level in 5th grade

5th grade reading went from 71% to 60% of students being on grade level in 6th grade

5th grade math went from 60% to 80% of students being on grade level in 6th grade

Out of eight areas that are graded on the FCAT, we increased one point in overall math gains, seven points in our reading lowest 25%, and five points in our math lowest 25%. The increase in our lowest 25% can be attributed to our focusing on this group of students through ASP classes, Walk to Intervention, School Improvement initiatives, and PLC's.

Based on 2012 FCAT scores:

- 3rd grade reading strands, 'reading application' shows the greatest deficit with the average being only 13 out of 20 points.
- 3rd grade math strands 'number sense; fractions' shows the greatest deficit with the average being only 6 out of 10 points.
- 4th grade reading strands, 'literary analysis; fiction/nonfiction' shows the greatest deficit with the average being only 9 out of 13 points.
- 4th grade math strands 'number operation and problems' shows the greatest deficit with the average being only 13 out of 18 points.
- 5th grade reading strands, 'reading applications' shows the greatest deficit with the average being

only 9 out of 14 points.

- 5th grade math strands 'number base 10 and fractions' show the greatest deficit with the average being only 12 out of 22 points.
- 5th grade science strands 'earth and space science' and 'physical science' show the greatest deficits in both categories with the average being only 11 out of 16 points.
- 6th grade reading strand, 'reading application' shows the greatest deficit with the average being only 12 out of 17 points.
- 6th grade math strands 'fractions; ratios, proportional relationships and statistics' show the greatest deficit with the average being only 11 out of 18 points.

Based upon Fair Scores:

- Kindergarten listening comprehension scores on Assessment 1 indicated 59% of students answered 3/5 questions correctly. Assessment 3 showed an increase, whereas 82% of students answered 3/5 questions correctly.
- First grade target passage scores on Assessment 1 showed 42% of students read at or above the target passage. Assessment 3 showed a minor decrease, whereas 40% of the students read at or above the target passage.
- Second grade target passage scores on Assessment 1 showed 28% of students read at or above the target passage. Assessment 3 showed a large increase, whereas 51% of the students read at or above the target passage.
- Third grade target passage scores on Assessment 1 showed 40% of students read at or above the target passage. Assessment 3 showed a increase, whereas 54% of the students read at or above the target passage.

Qualitative
Classroom walkthroughs indicate a need for higher levels of student engagement including small group activities, hands on learning, and an integration of 21st Century Skills.

Other areas for improvement include:
writing across the curriculum
summarizing
the use of essential questions
higher order questioning
display of current student work
teacher objectives listed
developing new vocabulary

PLC surveys and individual teacher discussions indicate a need for additional professional development in the areas of cooperative learning, non-linguistic representations, data analysis, online textbook access, and vertical alignment. There is a consensus among all stakeholders for higher expectations and a laser focus on instruction with rigor for all students.

Analysis of Current Practice: *(How do we currently conduct business?)*

During the 2011-12 school year, our Professional Learning Communities focused on students in the lowest 25% in reading and math.

We provided additional support for students through the Academic Support Program (ASP), an after school tutoring program, in the areas of reading and math.

To address student achievement in reading, we implemented a Walk to Intervention (WTI) model, in which we focused on the lowest quartile of students in grades kindergarten through 4th. For WTI, teachers used a variety of data sources including DRLA, FAIR, and classroom observations to identify students in need of additional support in reading. Once these groups were formed, teachers provided explicit, small group instruction to students on the identified area(s) of weakness. Ongoing progress monitoring was provided to determine mastery.

To address student achievement in math, we included math on the activity wheel, providing students with an additional 40 minutes of math instruction each week.

As a result of the above practices, our lowest quartile made gains in reading and math, as evidenced in our 2012 reading/math scores.

The percentage of students scoring level 3 or higher in reading and math dropped dramatically school-wide. Reasons for the significant drop can be attributed to the change in difficulty from FCAT to FCAT 2.0 as well as the cut scores being raised. Another factor for the drop in scores can be due to a change of teachers in new grade levels. Finally, another factor that may have attributed to the drop in scores, can be because a high emphasis was made for the lowest 25%, whereas the students scoring level 3 and above we 'expected' to maintain those scores.

During our PLCs we also shared best practices where teachers would present high interest topics. Subject specific "contact" teachers presented information from district meetings.

PLC discussion topics included:

B.E.S.T. Practices
21st Century Skills
Cooperative Grouping
Manipulatives
Closing the Achievement Gap
Data Analysis

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

In *A Handbook for the Art and Science of Teaching* by Dr. Robert Marzano, and *The Learning Focus Model* by Dr. Max Thompson there are strategies that research has shown over time to have a high probability of enhancing student achievement. High-yield strategies corresponding to Marzano and Thompson's research will be used by all teachers in

all subject areas to impact all of our areas of need.

In Marzano's Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, a strategy that has been shown to yield a percentile gain of 27 in students is the use of *Nonlinguistic Representations*. Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Another of Marzano's instructional strategies, *Cooperative Learning,* has also been shown to yield a percentile gain of 27. Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each team member is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement (B.E.S.T. module IV).

In Thompson's Moving Schools: Lessons From Exemplary Leaders, achievement practices are identified as "high impact, rapid response practices" for balanced achievement. In High Impact Practice #1: Vocabulary, teachers preview, emphasize and summarize key vocabulary throughout lessons. K-2 teachers use vocabulary from the curriculum utilizing organized word walls instead of just frequent-in-print words. In High Impact Practice #2 : Student summarizing is distributed across the lesson as they learn to ask and answer Essential Questions. Another achievement practice that will be implemented with fidelity is High Impact Practice # 4: Writing to Raise Achievement. This practice includes Summary Point Writing, Writing to Inform, and Writing Assignments in All Content Areas. This practice will be non-negotiable as it ties directly into the Common Core "Shifts" of Building Knowledge in the Disciplines, Text-Based Answers, and Writing from Sources.

In the area of 6th grade Math we made our highest learning gains. Our 6th grade team is departmentalized and on our Math teacher's door is a sign that reads "Don't just do it, do it right." In order to effectively implement this aggressive plan of action, **we will have a passionate commitment to high standards and student success, set high expectations, and demand quality performance from all stakeholders.**

CONTENT AREA:

☒Reading	☒Math	☒Writing	☒Science	☐Parental Involvement	☐Drop-out Programs
☐Language Arts	☒Social Studies	☒Arts/PE	☐Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Oak Park teachers will engage in PLC's focusing on evidence based high yield strategies including (Nonlinguistic Representations, Cooperative Learning, Vocabulary-Word Walls, Student Summarizing, Essential Questioning, and Writing Across the Curriculum)to improve instructional effectiveness across all academic areas.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Instructional focus needs to address all students or be more balanced between the lowest 25% and higher achieving students.	1. Daily instruction will include school-wide implementation of high yield strategies or practices **including** Dr Robert Marzano's Research Based Strategies •Non- Linguistic Representations •Cooperative Learning **and** Dr. Max Thompson's High Impact- Rapid Response Practices • Vocabulary •Summarizing • Writing to Raise Achievement	Administration Teachers District Professionals	2012-2013	$0.00	Classroom Walkthroughs Lesson Plans Daily Objective Charts Exit Slips
2. Insufficient time for articulation - vertically, within grade level, or with support personnel	2a. Bimonthly PLC content will include reviewing/ monitoring of the School Based Objective.	Principal Assistant Principal Classroom Teachers Instructional Support	2012-2013 Monthly PLC & Grade Level Meetings	$0.00	Agendas Handouts

		Personnel			
	2b. Data analysis, sharing of effective strategies/ resources will occur via Google docs, share drives, or other productivity tools.				
3. Need for training and/or visual demonstration of high yield strategies	3a. Identify proficient teachers or resources for using high yield strategies	Administration Teachers	2012-2013	$0.00	Agendas Classroom Walkthroughs
	3b. Provide training in high yield strategies to enhance student learning and performance.	Teachers District Professionals	2012-2013	$0.00	Exit slips Attendance logs In-service records Professional development opportunities: September 10 October 12 District resource teachers: Janet Stevenson Peggy Yelverton Sharon Tolson Cindy Vanderpool
	3c. Share highly effective implementation of high yield strategies in the classroom through model lessons at PLC's or faculty meetings.	Teachers	2012-2013	$0.00	Video Documentation Exit slips
4. Need for consistency in implementation of high yield strategies.	4a. All Professional Growth Plans will focus on the implementation of at least one high yield strategy from (Dr. Marzano's Evidenced Based Practices or Dr. Thompson's High Impact Rapid Response Practices from action step 1 above.)	Teachers	2012-2013	$0.00	PGP Review Documentation
	4b. Intensive use of high yield strategies in the planning and	Teachers	2012-2013	$0.00	MTSS Documentation

	implementation of MTSS interventions.				Lesson Plans
	4c. Development of an instructional calendar integrating PLC content, PGP & SBO progress monitoring, and other qualitative and quantitative outcome measures.	Administration Teacher Leaders School Advisory Council	October 2012	$0.00	Instructional Calendar Agendas
5. New staff members are not familiar with existing high-yield strategies.	5a. Review The Twelve Powerful Words	Teachers Media Specialist on Morning Announcements	Sustained throughout year	$0	Television Videos Classroom Visitations
	5b. Review of B.E.S.T practices	Administration Teachers	Sustained throughout year	$0	Faculty Meetings PLC

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

By November 2012 – At least 95% of PGPs will reflect evidence of goals designed to support SIP implementation.

By April 2013 – At least 90% of the Oak Park instructional staff will earn a Proficient or Distinguished rating for PGP implementation as assessed by the BPS IPPAS.

By April 2013 - In-service documentation will indicate that Oak Park's instructional staff participated in high yield strategy trainings.

By April 2013 - PLC "Exit Slips" will serve as documentation of collaboration and reflection of high yield strategies.

By May 2013 - At least 85% of the Oak Park instructional staff will demonstrate evidence of the high yield strategies of cooperative learning, common board configurations, writing to respond in all subject areas, and Thinking Maps as observed through CWT and formal observations/conferences.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Student performance data from 2011-12 validates the efforts we made in our focus and interventions with our lowest 25%. Additionally, Walk to Intervention has been an effective service delivery model and method for progress monitoring with struggling students. Effective strategies will be continued with the addition of new high yield strategies focusing on our present needs and directed to align with instructional shifts in the Common Core Standards. The changes we are making are necessary and expected to make a significant positive impact in the achievement levels of all of our students across all areas of learning.

Qualitative
- Classroom Walk Throughs will reflect student application of high yield strategies.
  80% of students surveyed will indicate that these high yield strategies made a positive impact on student achievement.

Quantitative
- Bottom quartile learning gains in both reading and math will exceed 50% learning gains.
  All ten areas of the FCAT evaluation will show improvement by at least 3%.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	28%=94 students	

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** 1.	0%= 0 students	
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** **Strategy(s):** 1.	36%=120 students	
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** 1.	25%=1 student	
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.	0%= 0 students	
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	69%= 88 students	
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	0%= 0 students	
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: 24%=43 students Black: 65%= 36 Students Hispanic: 24%= 7 studnets Asian: 0%= 0 Students American Indian:	Enter numerical data for current level of performance	Enter numerical data for expected level of performance 20% 51% 24% 0%

English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	0%= 0 students	NA
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	66%=47 students	59%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	46%= 84 students	36%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
High Performance Learning Culture Training (K-6)	6/05/12	Incorporate activities during pre-planning
Common Core State Standards Training (K-2)	6/12	Teacher/Administration presentations during pre-planning
Reading Comprehension Instruction	9/10/12	Teachers share learned knowledge during PLC's.
Reading Comprehension Instruction for Primary Teachers	11/15/12	Share information during faculty meeting.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 100%	Primary language other than English		Mrs. Yocom
2012 Current Percent of Students Proficient in **Reading:** 50%	Classroom teachers not ESOL certified/endorsed	Classroom teachers will enroll in ESOL certified classes	ESOL Contact- Mrs. Yocom Admin-Mr. Dedmon
2012 Current Percent of Students Proficient in **Writing**: 75%	Classroom teachers not ESOL	Classroom teachers will enroll in ESOL certified classes	ESOL Contact- Mrs. Yocom Admin-Mr. Dedmon

	certified/endo rsed		

Mathematics Goal(s): 1.		2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1.			New LES (Limited English Speakers) enrolled in our school.
Strategy(s): 1.			
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Strategy(s): 1.		29%=98 students	
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s): 1.		0%= 0 students	0%= 0 students
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Strategy(s): 1.		28% =92 students	
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Strategy(s): 1.		25%=1 student	50%= 3 students
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): Strategy(s): 1.		0%= 0 students	50%= 3 students
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Strategy(s): 1.		58%=49 students	
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics 0%= 0 students 50%= 3 students			

Barrier(s): Strategy(s): 1.		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White: Black: Hispanic: Asian: American Indian:	39% 65% 41% 0 0	27% 203 students 49% 48 students 27% students 0 students 0 students
English Language Learners (ELL) not making satisfactory progress in Mathematics	0%= 0 students	NA
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	71% = 53 students	66%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	46% = 83 students	38%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Common Core Standards Summer Training	June 17-21	Conference participants gave presentation on Shifts in Common Core during pre-planning activity.
Common Core Standards K-2 Mathematics Workshop	September 10	Participants completed an implementation plan for their classroom.
Math Contact Meetings	Ongoing District scheduled dates	Math contact will disseminate information to teachers.
Professional Resources for Mathematics instruction	Ongoing	Teachers will implement ideas/strategies and reflect on instructional practices.

Writing	2012 Current Level of Performance (Enter percentage	2013 Expected Level of Performance

	information and the number of students that percentage reflects)	(Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** 1.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	79% =70 students	
Florida Alternate Assessment: Students scoring at 4 or higher in writing	25%= 1 student	

Science Goal(s) **(Elementary and Middle)** 1.	**2012 Current Level of Performance** (Enter percentage information and the number of students that percentage reflects)	**2013 Expected Level of Performance** (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** 1.		
FCAT 2.0 Students scoring at Achievement level 3 in Science:	40%=34 students	
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	0%= 0 students	0%= 0 students
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	24% = 20 students	
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	0%= 0 students	50%= 3 students

Science Goal(s) (High School) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:** **Asian:** **American Indian:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers
Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Effective Instructors
Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS) **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI** (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Ron Dedmon, Principal
Elizabeth Hill Brodigan, Assistant Principal
Cindy Vanderpool, Reading Coach
Qenesha Bivens, Guidance Counselor
Kathy Yocom, Guidance Counselor
Kristy Balado, Psychologist
Brenda Hostetler, Staffing Specialist

MTSS was reviewed with all grade level chairs during pre-planning. A review of the process was also shared with all faculty meetings during pre-planning. This year Janet Stephenson, RtI coach will work with teachers throughout the school year assisting them with our database management system (A-3). Data source information is derived from the following assessments: Fair, FCAT, DA assessments, PASI, PSI, and benchmark assessments. In addition, regular classroom assessments and various assessments to determine specific skill deficiencies are used for Walk to Intervention. Data is collected and graphed for those students showing difficulty and do not make improvements based upon Tier 2 and/or Tier 3 interventions.

The RtI leadership team meets every Tuesday. All faculty members have the opportunity to meet with the committee to discuss and develop an action plan to assist their students with academic or behavioral concerns. Before meeting, teachers complete RtI paperwork and are required to have data demonstrating that tier 2 and/or tier 3 instruction has occurred for a minimum of six weeks. The RtI team provides valuable input after reviewing paperwork conversing with the teacher and reviewing data to determine if new strategies should be applied, if more time is needed, if tier 3 is needed or a combination is needed. The focus is to provide additional assistance to the teachers so that he/she will have the right tools to better help children with the learning process.

The RtI team's focus is tied to the SIP through student achievement.. The importance of utilizing PLCs, B.E.S.T. practices, Walk to Intervention, and sustained professional development are key to the success of RtI. The over-riding goal is to increase student achievement and to assist/support teachers.

PARENT INVOLVEMENT: In the 2011-2012 school year, 250 volunteers logged 12,501 hours of service at Oak Park Elementary. We have a terrific parent group in which many members of our PTO are actively engaged at school on a daily basis helping students and teachers. They assist teachers with different preparation tasks including copying, laminating and making items for classrooms. They plan, organize and sponsor many events throughout the school year including ice cream socials, Kindness/Compassion Club, Drug Free Week, Holiday Movie Night, Walk-a-Thon, school-wide clean up, IMOM, All Pro Dad, clothing swaps, K-Kids through Kiwanis Club. Parent involvement continues to be strong at Oak Park as good working relationships have been established with parents, teachers and the administration.

Client Survey
Approximately 116 stakeholders responded to our survey out of 625 students.   This information was shared with our faculty and SAC members. Key results of the survey indicated the following:

92% felt welcomed in the front office
93% felt the best way to communicate was through e-mail
94% informational or academic meetings and felt that the knowledge was useful
47% would like to see a study skills presentation
94% feel valued, well informed or satisfied with the school
73% rate the school's website as excellent or good
80% rate cleanliness as excellent or good
82% rates safety as excellent or good
92% rate the quality of the school as excellent or good

Positive Comments
The school is amazing!
Teachers exceed our expectations.
Excellent school where everyone is treated with respect.
It is a great place for my children
The staff cares about kids.
The school is very safe for children.
I always feel like a partner when I am at school.
I love this school and would do just about anything to keep my children at Oak Park.

Constructive Comments
The car loop is too slow and unsafe.
Bullying is still a big problem.
I would like to see the newsletters sent home again.
Increased custodial support is needed.

Parent involvement will continue to increase.   Research indicates that when parents become involved in school, everyone wins.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

The attendance data for Oak Park for the 2011-2012 school was 95.22%. Our goal was to be at 95% or higher. The front office staff runs an attendance report every Friday. Students showing a high number of tardies or absences are requested to have a conference with a guidance counselor or administrator. We then work together as a team to remedy the problem by developing an action plan and signing an attendance agreement. It is evident that a strong correlation exists between academic achievement and tardies/absences. We point this fact out to parents and believe it does have an impact. We feel that our attendance rate would be much lower than 95% if we did not have this intervention in place. Our goal this year is to stay above the 95% threshold.

SUSPENSION:

Forty two suspensions occurred during the 2011-2012 school year. Serious offenses including fighting, bullying, chronic disruptions and stealing accounted for the majority of the suspensions. Unfortunately, many of the suspensions were from the same children. These students accounted for approximately 2% of our total population.

Student conferences, parent conferences, phone calls, referrals to guidance, timeouts, and detentions were provided before suspensions occurred except in the cases of severe offenses. Therapeutic counseling services and Crosswinds Youth Services are also recommended to parents.

Additional efforts have been made to emphasize the importance of good behavior and self control through character education, Rachel's Challenge, Kindness and Compassion Club, and Good News Club.

Suspension Statistics Based Upon Subgroups:
Black   19% = 8 students
Hispanic   07% = 3 students
Multi   10% = 4 students
White   62% = 26 students

We will continue with existing programs and utilize additional resources as needed. Due to the increased population and higher free/reduced lunch status in 2012-2013, we will closely monitor the suspension rate.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)