



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Oak View Middle School

1203 SW 250TH ST

Newberry, FL 32669

352-472-1102

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
45%

Alternative/ESE Center
No

Charter School
No

Minority Rate
32%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
A

2009-10
B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	32
Appendix 2: Budget to Support Goals	34

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Oak View Middle School

Principal

Katherine Munn

School Advisory Council chair

Laurel Severino-Woolsey

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
KC Rice	Reading Dept. Chair & 7th Grade Team Leader
Jessica Campbell	Lang. Arts Dept. Chair
Ernestine Flournoy	Math Dept. Chair
Barbara Brock	Science Dept. Chair
Stephen Carter	Social Studies Dept. Chair
Karen Merton	ESE Dept. Chair
Emma Caudill	5th Grade Team Leader
Lisa Holmes	6th Grade Team Leader
Danielle Whiddon	8th Grade Team Leader
Kimberly Belmonte	Guidance Counselor
Dave Rice	Dean
Danielle Whiddon	Dean
Sharon Sailor	Instructional Coach

District-Level Information

District

Alachua

Superintendent

Mr. Hershel Lyons

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council has a variety of members that represent the faculty, staff, parents, students and community of the school. The leadership positions are chairperson, co-chairperson and secretary.

Involvement of the SAC in the development of the SIP

The School Advisory Council is very involved in the creating of the School Improvement Plan. At the July, September and November meetings the School Improvement Plan was discussed.

Activities of the SAC for the upcoming school year

The School Advisory Council will provide advisement, oversight of SAC funds, and monitoring of school climate surveys. The SAC will assist with volunteer involvement from the community.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be allocated to use for the Florida League of Middle Schools conference that is held in June-\$2,000. Teachers stipends to be used for curriculum planning-\$5,000. Renewal of Accelerated Reading Program for 5th grade-\$1,000. Florida League of Middle Schools regional meeting in October-\$1,000.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Katherine Munn		
Principal	Years as Administrator: 8	Years at Current School: 0

Credentials	<p>Bachelor's degree in Elementary Education from Florida International University and a Master's degree in Educational Leadership from Nova Southeastern University.</p>
Performance Record	<p>2012-2013 School Grade A Littlewood Elementary 2011-2012 School Grade A Littlewood Elementary 2010-2011 School Grade: A Littlewood Elementary AYP:Overall 95% criteria met. Did not make AYP in reading with black students and in math with the economically disadvantaged. 2009-2010 School Grade: A Littlewood Elementary AYP:Overall 92% criteria met. Did not make AYP in reading and math with black students and in reading with the economically disadvantaged. 2008-2009 School Grade: A Littlewood Elementary AYP:Overall 90% criteria met. Did not make AYP in reading and math with black students and SWD. 2007-2008 School Grade: A Littlewood Elementary AYP:Overall 95% criteria met. Did not make AYP in reading and with SWD and writing. 2006-2007 School Grade: A Fort Clarke MS AYP:Overall 85% criteria met. Did not make AYP in reading and math with SWD, economically disadvantaged and black students. 2005-2006 School Grade: A Fort Clarke MS AYP:Overall 87% criteria met. Made Provisional AYP with areas of concentration in reading with black students, economically disadvantaged and SWD and in math with black students and economically disadvantaged students.</p>

Kelly Armstrong		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	<p>Bachelor's degree in Social Science Education from Florida State University and a Master's Degree in Educational Leadership from Saint Leo University</p>
Performance Record	<p>Assistant Principal at Oak View Middle 2012-2013 Assistant Principal at Oak View Middle 2012-2013: Grade: B Reading Proficiency: 66%, Math Proficiency: 61%, Writing Proficiency: 49%, Science Proficiency: 51%. Low 25% gains in Reading: 62%, Low 25% gains in Math: 47%.</p>

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sharon Sailor

Full-time / School-based

Years as Coach: 3

Years at Current School: 6

Areas

Reading/Literacy, Mathematics, Data

Credentials

MEd / Elementary Education, EH, SLD, Middle Grades Integrated, ESOL, Reading Endorsement

Performance Record

Teacher at Oak View Middle School: 2007- 2012

Instructional Coach: 2011-2013

2011-2012: Grade: A

Reading Proficiency: 63%, Math Proficiency: 61%, Writing Proficiency: 84%, Science Proficiency: 56%. Low 25% gains in Reading: 64%, Low 25% gains in Math: 60%.

2012-2013: Grade: B

Reading Proficiency: 66%, Math Proficiency: 61%, Writing Proficiency: 49%, Science Proficiency: 51%. Low 25% gains in Reading: 62%, Low 25% gains in Math: 47%.

Classroom Teachers

of classroom teachers

39

receiving effective rating or higher

39, 100%

Highly Qualified Teachers

100%

certified in-field

39, 100%

ESOL endorsed

11, 28%

reading endorsed

12, 31%

with advanced degrees

15, 38%

National Board Certified

1, 3%

first-year teachers

2, 5%

with 1-5 years of experience

12, 31%

with 6-14 years of experience

15, 38%

with 15 or more years of experience

7, 18%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

College Campus Job Fair and recruiting with district personnel team, new teacher orientation with administration and veteran mentor staff members prior to pre-planning, partnering new teachers with veteran teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers new to Oak View are paired with experienced teachers in the same department or on the same grade level team. Mentors assist the new teachers with navigating the grading system, lesson plan and appraisal system, and provide help with data collection and analysis. Mentors meet with mentees on an as needed basis, but at least once per week. Beginning teachers are also assigned a district mentor.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team will meet twice monthly to review data to identify students who are at moderate and high risk for not meeting benchmarks. Based on the findings, the team will identify professional development needs and resources to meet the needs of these students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Ensures that school based team is implementing Rtl. Ensures implementation of intervention support and documentation. Facilitates professional development to support Rtl implementation.

Facilitates parental communication regarding Rtl activities and plans.

Assistant Principal: Identifies patterns of student need. Works with staff to identify appropriate research

based intervention strategies. Assists in design and implementation for progress monitoring, data collection and data analysis. Participates in design and delivery of professional development. Provides support for assessment and implementation monitoring.

Guidance Counselor: Assists with data collection and data analysis. Provides quality services and expertise on program design and intervention with individual students. Serves as a liaison between school and parent/guardian to communicate RtI process of support for the child's academic, emotional, behavioral and social needs.

General Education Teacher: Participates in student data collection. Delivers Tier 1 instruction/ intervention. Collaborates with other staff to implement Tier 2 interventions. Integrates Tier 1 material/ instruction with Tier 2/3 activities.

ESE Teacher: Participates in student data collection. Collaborates with general education teachers. Integrates core instructional activities/material into Tier 3 instruction.

School Psychologist: Participates in collection, interpretation and analysis of data. Assists with development of intervention plans.

Speech/Language Pathologist: Assists in selection of screening measures. Participates in student data collection. Helps identify patterns of student need with respect to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Quarterly CIMS meetings with grade level teams and content area departments.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

RtI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Macmillan Benchmark Assessments, Go Math and My Math Big Idea assessments, National Geographic Science Benchmark Assessments, the Big Idea Math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System as well as grade level google documents.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teacher planning time and after school. MTSS will be supported through bi-weekly team meetings and monthly ESE meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
KC Rice	Reading Dept. Chair & 7th Grade Team Leader
Jessica Campbell	Lang. Arts Dept. Chair & 7th Grade CAAT Team Leader
Sharon Sailor	Instructional Coach
Stephen Carter	Social Studies Dept. Chair
Ernestine Flournoy	Math Dept. Chair
Barbara Brock	Science Dept. Chair & 8th Grade CAAT Team Leader

Name	Title
Karen Merton	ESE Dept. Chair
Emma Caudill	5th Grade Team Leader
Lisa Holmes	6th Grade Team Leader & 6th Grade CAAT Team Leader
Danielle Whiddon	8th Grade Team Leader

How the school-based LLT functions

The school-based LLT will meet together monthly, and then twice per month with grade level teams and content area departments as well as CAAT and ESE teams. The school-based LLT provides and assists in coordinating literacy-based professional development. This year we will implement teacher book-talks into the Panther News Tracks program and create reading posters featuring teachers and administrators with their favorites books.

Major initiatives of the LLT

Common Core, technology integration, research-based strategies (Kagan, Higher Order Questioning, Data Analysis, Gradual Release Model), CPALMS.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers from all departments meet on grade level teams and during the team meetings literacy strategies are shared. All teachers are responsible for giving students an Exit Ticket which incorporates reading strategies. The social studies department meets with the reading and language arts departments once per month to collaborate and share reading strategies. Teachers are encouraged to acquire the Reading Endorsement - our reading endorsed faculty members include a math teacher and technology teacher. This year, all subject area teachers are incorporating literacy strategies into their Professional Development Plans.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

One of the ways that Oak View Middle integrates college and career readiness into its curriculum is through the CAAT (Center for Advanced Academics and Technology) Magnet program. Through the curriculum of this program, students are given the opportunity to receive Industry Certification in Adobe software such as InDesign, Dreamweaver, and Photoshop. Through this certification program students learn relevant 21st Century job skills that prepare them for the modern workplace.

Also, throughout Oak View's classes in 5th through 8th grades, technology skills are integrated and applied into lessons. This is especially present in the Science courses, where students are given the opportunity to solve real-world problems by using technology, teamwork, and inquiry based learning. In the Business Education courses, students are given the chance to develop, apply, and integrate Microsoft Office skills in order to support their learning across the curriculum, as well as develop a foundation for their future.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Oak View's Student Services Department, along with the school's administration and teachers each play a role in the academic and career planning of students in all grades. The Guidance Counselor visits classrooms during the Fall, in order to facilitate learning and knowledge of credit requirements, graduation requirements, advanced curriculum tracks, and career planning resources. This is especially evident in the 8th Grade United States History classrooms. Through this course, during the first and second semesters, students are provided information on high school graduation requirements, courses of study, industry certifications, career academies, and college readiness.

Oak View also hosts a Parent Information Night, where parents and families are provided with resources and information designed to guide them towards positive academic futures. Through this communication strategy, students and their families work together to select courses of study that are best for their student.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	66%	Yes	69%
American Indian				
Asian				
Black/African American	42%	32%	No	48%
Hispanic	51%	57%	Yes	56%
White	73%	74%	Yes	76%
English language learners				
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	51%	50%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	29%	35%
Students scoring at or above Achievement Level 4	232	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	378	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	93	62%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	77	49%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	61%	No	66%
American Indian				
Asian				
Black/African American	40%	22%	No	46%
Hispanic	46%	51%	Yes	51%
White	70%	70%	Yes	73%
English language learners				
Students with disabilities	44%	31%	No	50%
Economically disadvantaged	49%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	27%	30%
Students scoring at or above Achievement Level 4	163	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	35%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	351	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	71	47%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	124	67%	75%
Middle school performance on high school EOC and industry certifications	100	54%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	60	91%	95%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	30%	35%
Students scoring at or above Achievement Level 4	31	34%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	29%	35%
Students scoring at or above Achievement Level 4	70	28%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	60		80
Participation in STEM-related experiences provided for students	603	92%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	241	42%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	40	0%	50%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	100%
Students taking CTE industry certification exams	86	36%	50%
Passing rate (%) for students who take CTE industry certification exams		65%	70%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	16	17%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	21%	10%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	49	9%	5%
Students who fail a mathematics course	18	3%	2%
Students who fail an English Language Arts course	8	1%	0%
Students who fail two or more courses in any subject	16	2%	1%
Students who receive two or more behavior referrals	86	15%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	81	14%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Oak View has a very active PTO Board. Parents are involved in multiple activities including the PTO Walk-a-Thon fundraiser and Flu mist and 6th grade health screenings. Parent volunteers provide breakfast and are available to assist during the Veterans' Day program and Science Fair. Parent volunteers are available for field trips and band concerts.

Our goal this year is to continue to provide multiple opportunities for parents to increase participation in their child's educational experiences. 13,693 volunteer hours were logged by a total of 384 volunteers in the 2012-2013 school year. The goal would be to increase the number of participants by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of school volunteers by 10%.	384	58%	68%

Area 10: Additional Targets**Additional targets for the school**

Develop effective interventions for problem behaviors, with a direct focus on abusive language, classroom disruptions, and defiance.

Emphasize the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and appropriate behaviors.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The targeted behavior problems listed above will decrease by 20% Abusive Language: no more than 20 referrals, Classroom Disruptions: no more than 173 referrals, Defiance: no more than 58 referrals.	317	48%	28%

Goals Summary

- G1.** Implement reading strategies in the Social Studies curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards by providing staff development aligned to using data for instructional decision making.
- G2.** Implement writer's workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of writing FCAT 2.0.
- G3.** Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of mathematics FCAT 2.0.
- G4.** Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of reading FCAT 2.0.

Goals Detail

G1. Implement reading strategies in the Social Studies curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards by providing staff development aligned to using data for instructional decision making.

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- FCAT 2.0 Reading Data
- Reading and Social Studies Interim grades for 1st and 2nd 9 weeks and Reading and Social Studies 9 weeks Grades for 1st and 2nd 9 weeks
- Nine-Weeks Data Chats with Teachers and Department Heads
- Classroom Walk-Through Data

Targeted Barriers to Achieving the Goal

- Lack of knowledge of Common Core standards and their integration in the Social Studies classroom

Plan to Monitor Progress Toward the Goal

The staff development team will monitor and attend the staff development sessions and play a major role in their presentation. They will provide the resources that accompany the trainings. This team will monitor progress towards the goal through analyzing data, monitoring grades through an on-line grade reporting system, and detailed, documented discussions that take place with Social Studies teachers.

Person or Persons Responsible

Assistant Principal, Social Studies Department Head, Social Studies Teachers, the District Secondary ELA Supervisor, and the school's Literacy Coach.

Target Dates or Schedule:

Throughout the 2013-2014 School Year

Evidence of Completion:

After implementing the Staff Development Strategies, Students Scoring at a Level 3 or Higher on the FCAT 2.0 Reading test will increase by 6% and the number of students making Reading gains on the FCAT 2.0 in the lowest quartile will increase by 6%.

G2. Implement writer's workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of writing FCAT 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- CPALMS
- District training in Common Core strategies
- Pearson Writing Companion

Targeted Barriers to Achieving the Goal

- Lessons and assessments are not aligned with the complexity of FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Monitor student scores on Panther Writes assessments and look for students to demonstrate growth from assessment #1 to assessment #4.

Person or Persons Responsible

LA Teachers, Department chairs, administrative team

Target Dates or Schedule:

Throughout the 2013 - 2014 school year

Evidence of Completion:

Increase by 10% the number of students passing the 2014 FCAT 2.0.

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of mathematics FCAT 2.0.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Use of online programs such as FCAT Explorer, Focus, AAAMath.com, and Reflex Math, and teacher developed resources using Edmodo and Google Docs.
- District professional development in math strategies and Common Core.
- CPALMS Repository

Targeted Barriers to Achieving the Goal

- Students lack skills in interpreting word problems and experience with online testing.

Plan to Monitor Progress Toward the Goal

Monitoring progress towards the implementation of mathematics strategies that provide ongoing feedback and data to teachers to support differentiated instruction for struggling students will be done by math teachers and administration throughout the school year. Progress will be monitored through math chapter and benchmark tests, September and December On Track, data reports from Reflex Math and FCAT Explorer, and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.

Person or Persons Responsible

Math teachers and the administrative team

Target Dates or Schedule:

Throughout the 2013 - 2014 school year

Evidence of Completion:

Improved scores on math chapter tests, benchmark tests, and On Track resulting in improved FCAT 2.0 mathematics scores.

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of reading FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- District trainings in Common Core Strategies, including Close Reading
- Odell Education resources (www.odelleducation.com/resources)

Targeted Barriers to Achieving the Goal

- Creating more rigorous lessons and assessments aligned with the complexity of FCAT 2.0.

Plan to Monitor Progress Toward the Goal

Monitoring progress towards the implementation of strategies that foster student achievement in higher order thinking skills will be done by reading teachers and administration throughout the school year. Progress will be monitored through PMRN assessment data and student reports in Infinite Campus. Progress will also be monitored through lesson plans and classroom walk-through data.

Person or Persons Responsible

Teachers, Department chairs, Administration

Target Dates or Schedule:

Google document monitored after assessments; data chats every nine weeks

Evidence of Completion:

Gains in Reading Comprehension percentile from the first to the second administration and/or the second to the third administration of the PMRN assessment (FAIR), resulting in a 10% increase in the passing rate of 2014 FCAT 2.0.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implement reading strategies in the Social Studies curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards by providing staff development aligned to using data for instructional decision making.

G1.B1 Lack of knowledge of Common Core standards and their integration in the Social Studies classroom

G1.B1.S1 Provide staff development on the History/Social Studies Common Core Standards and provide resources that provide detailed examples of the integration of the Common Core Standards in Social Studies classrooms

Action Step 1

The Social Studies Department will be provided staff development on the use of close reads and of the use text-based evidence to answer higher-order questions

Person or Persons Responsible

Assistant Principal, ELA Supervisor, Reading Department Head, Literacy Coach

Target Dates or Schedule

August-October, 2013

Evidence of Completion

Classroom Walk-through Observations, Discussions, and Modeled Lessons

Action Step 2

The Social Studies Department will be provided staff development on the Common Core Standards

Person or Persons Responsible

Assistant Principal and Reading Department Head

Target Dates or Schedule

August-October, 2013

Evidence of Completion

Standards in Lesson Plans, Follow-Up Discussions

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

The fidelity of implementing the staff development on the new Common Core Standards will be reflected in the instructional planning, monitoring of lesson plans, and documented follow-up discussions concerning these Standards. Fidelity will also be displayed by using supervisors and literacy coach as experts in the area of close reads and the use of text based evidence to answer higher-order questions. Scheduled sessions in which best practices are modeled will be provided, discussions will follow, and classroom-walkthrough data will be collected.

Person or Persons Responsible

Assistant Principal, Social Studies Department Head, Social Studies Teachers, the District Secondary ELA Supervisor, the District Secondary Social Studies Supervisor, and the School's Literacy Coach.

Target Dates or Schedule

Throughout the 1st Semester

Evidence of Completion

The evidence for completion will be included in the Assistant Principal's data review, which is completed every nine-weeks and given to district level administrators for review and also through evidence of student learning gains.

Plan to Monitor Effectiveness of G1.B1.S1

The data used to measure effectiveness will include Reading scores from benchmark tests, FAIR data, Social Studies scores from benchmark and unit tests, and the FCAT 2.0 Reading results for the 2013-2014 school year. Also, documented classroom observations will be used to measure the effectiveness of the instruction being provided to those students. Also, Monitoring the effectiveness of this staff development will consist of reviewing lesson plans, analyzing classroom-walkthrough data, and documented discussions with the teachers that focus on the use of researched-based best practices in their classrooms.

Person or Persons Responsible

Assistant Principal, Social Studies Department Head, Social Studies Teachers, the District Secondary ELA Supervisor, and the School's Literacy Coach.

Target Dates or Schedule

Throughout the 2013-2014 School Year

Evidence of Completion

Student gains on the FAIR, Reading benchmark and unit tests, interim grades and nine-weeks grades. Also, evidence will be displayed through examples in teachers' lesson plans and through classroom observations.

G2. Implement writer's workshop as an instructional tool to foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of writing FCAT 2.0.

G2.B1 Lessons and assessments are not aligned with the complexity of FCAT 2.0.

G2.B1.S1 Implement the writer's workshop model.

Action Step 1

Language arts teachers will Implement the writer's workshop model and provide opportunities to encourage writing on campus through essay contests and student recognition programs. Through the writer's workshop model students will participate in a writing mini-lesson, have an opportunity for independent writing, and conference with the teacher as well as other students.

Person or Persons Responsible

LA teachers

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Increased student writing in class and increased student participation in essay contests and other student recognition programs.

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

Meet as a department to share student classroom writing and student scores on quarterly Panther Writes writing prompt. Principal and assistant will be involved in data chats with team members and classroom walk-throughs during lessons.

Person or Persons Responsible

Principal, assistant principal and LA dept. head

Target Dates or Schedule

Meetings will be held bi-weekly, data chats will be held monthly

Evidence of Completion

Student writing samples, data in Infinite Campus gradebook

Plan to Monitor Effectiveness of G2.B1.S1

Classroom observations and review of data from Panther Writes Google document.

Person or Persons Responsible

LA teachers, principal and assistant principal

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Students will demonstrate growth in Panther Writes writing scores from assessment #1 to assessment #4.

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of mathematics FCAT 2.0.

G3.B1 Students lack skills in interpreting word problems and experience with online testing.

G3.B1.S1 Incorporate strategies such as the CUBES strategy for text marking to increase students' understanding of math problems and provide opportunities for students to use computer programs for online assessments and to practice math skills.

Action Step 1

The math department will teach and incorporate the CUBES strategy for problem solving. Students will Circle key numbers, Underline the question, Box math action words, Evaluate and Solve & check in order to complete math problems.

Person or Persons Responsible

Math teachers, principal and assistant principal

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Lesson plans, classroom walk-through data, Infinite Campus gradebook reports

Action Step 2

Teachers will provide opportunities for students to practice math skills and assessments on the computer. Teachers will use data from computer-based assessments and online math programs to adjust instruction and provide intervention when needed.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Increased student computer use for math skills practice and assessments, online progress reports from Reflex Math and FCAT Explorer

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

Through classroom walk-throughs the principal and assistant principal will have opportunities to observe students using the CUBES strategy to solve math problems. The math department will review test and quiz data and share student work. Through classroom walk-throughs and lesson plans the administrative team will also be able to observe computer use for math skills practice and assessments.

Person or Persons Responsible

Math teachers, principal and assistant principal

Target Dates or Schedule

Bi-weekly department meetings, each nine-week grading period

Evidence of Completion

Text marking of math problems, improved quiz and test scores, teacher lesson plans, data reports from online computer math programs such as Reflex Math, FCAT Explorer and Focus.

Plan to Monitor Effectiveness of G3.B1.S1

Effectiveness of incorporating the CUBES strategy will be monitored by data reviews and classroom observations.

Person or Persons Responsible

Math teachers, principal and assistant principal

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Improved quiz and test scores, On Track gains from the first to the second administration of the test

G3.B1.S2 Provide staff development opportunities in data collection and analysis in order to facilitate data-based instruction.

Action Step 1

Professional development will be provided in data collection and analysis of On Track data and data available through online math programs such as Reflex Math, FCAT Explorer and Focus, and My Math. Teachers will use data, and resources from the CPALMS Repository to differentiate instruction.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Fall 2013 and Spring 2014 as needed

Evidence of Completion

Data-based instruction that provides support for struggling learners.

Facilitator:

District math supervisor, CPALMS trainer, instructional coach

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Implementation of staff development in data collection and analysis will be reflected in data reports and teacher lesson plans. The administrative team will monitor implementation through classroom walk-throughs, lesson plan reviews and data chats. Lesson plans will also be used to monitor fidelity of the use of CPALMS resources.

Person or Persons Responsible

Math teachers, principal and assistant principal

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Lesson plans, classroom walk-through data, data chats, Google documents for student data that will show long-term gains.

Plan to Monitor Effectiveness of G3.B1.S2

Monitoring effectiveness of professional development in data collection and analysis will be done through classroom observations and data chats with teachers, and monitoring of lesson plans.

Person or Persons Responsible

Math teachers, principal and assistant principal.

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Data-based instruction that provides support for struggling learners.

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of reading FCAT 2.0.

G4.B1 Creating more rigorous lessons and assessments aligned with the complexity of FCAT 2.0.

G4.B1.S1 Teachers will incorporate Close Reading lessons in their classrooms to increase student independence as learners responsibility for their own knowledge.

Action Step 1

Teachers will incorporate the use of annotation marks as a Close Reading strategy that will increase reading proficiency and prepare students for the onset of Common Core Standards.

Person or Persons Responsible

Reading and LA teachers, principal and assistant principal

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Lesson plans, classroom walk-through data, Infinite Campus gradebook reports, PMRN data

Facilitator:

District and school Reading / LA department head.

Participants:

Reading teachers

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

Fidelity of the implementation of incorporating Close Reading strategies will be reflected in teacher lesson plans and classroom walk-throughs. During department meetings throughout the year reading teachers will have professional development opportunities in Close Reads and Common Core standards. Teachers will also have meet with district Reading/LA supervisors during each semester.

Person or Persons Responsible

Principal, assistant principal, reading teachers, district ELA supervisor

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Classroom walk-through data, data chats with teachers, student learning gains

Plan to Monitor Effectiveness of G4.B1.S1

Effectiveness of Close Reading lessons will be monitored through reading benchmark test scores, FAIR data, and FCAT 2.0 results and classroom observations.

Person or Persons Responsible

Reading teachers, principal and assistant principal

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Students will make gains in Reading Comprehension percentile from the first to the second administration and/or the second to the third administration of the PMRN assessment (FAIR).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of mathematics FCAT 2.0.

G3.B1 Students lack skills in interpreting word problems and experience with online testing.

G3.B1.S2 Provide staff development opportunities in data collection and analysis in order to facilitate data-based instruction.

PD Opportunity 1

Professional development will be provided in data collection and analysis of On Track data and data available through online math programs such as Reflex Math, FCAT Explorer and Focus, and My Math. Teachers will use data, and resources from the CPALMS Repository to differentiate instruction.

Facilitator

District math supervisor, CPALMS trainer, instructional coach

Participants

Math teachers

Target Dates or Schedule

Fall 2013 and Spring 2014 as needed

Evidence of Completion

Data-based instruction that provides support for struggling learners.

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of reading FCAT 2.0.

G4.B1 Creating more rigorous lessons and assessments aligned with the complexity of FCAT 2.0.

G4.B1.S1 Teachers will incorporate Close Reading lessons in their classrooms to increase student independence as learners responsibility for their own knowledge.

PD Opportunity 1

Teachers will incorporate the use of annotation marks as a Close Reading strategy that will increase reading proficiency and prepare students for the onset of Common Core Standards.

Facilitator

District and school Reading / LA department head.

Participants

Reading teachers

Target Dates or Schedule

Throughout the 2013 - 2014 school year

Evidence of Completion

Lesson plans, classroom walk-through data, Infinite Campus gradebook reports, PMRN data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of mathematics FCAT 2.0.	\$1,000
G4.	Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of reading FCAT 2.0.	\$500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
CREATE funding.	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Implement strategies in the mathematics curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of mathematics FCAT 2.0.

G3.B1 Students lack skills in interpreting word problems and experience with online testing.

G3.B1.S2 Provide staff development opportunities in data collection and analysis in order to facilitate data-based instruction.

Action Step 1

Professional development will be provided in data collection and analysis of On Track data and data available through online math programs such as Reflex Math, FCAT Explorer and Focus, and My Math. Teachers will use data, and resources from the CPALMS Repository to differentiate instruction.

Resource Type

Professional Development

Resource

Substitute teachers will be used to allow teachers time to participate in training.

Funding Source

CREATE funding.

Amount Needed

\$1,000

G4. Implement strategies in the curriculum that foster student achievement in the higher order thinking skills aligned to the Common Core standards, thus increasing the passing rate of reading FCAT 2.0.

G4.B1 Creating more rigorous lessons and assessments aligned with the complexity of FCAT 2.0.

G4.B1.S1 Teachers will incorporate Close Reading lessons in their classrooms to increase student independence as learners responsibility for their own knowledge.

Action Step 1

Teachers will incorporate the use of annotation marks as a Close Reading strategy that will increase reading proficiency and prepare students for the onset of Common Core Standards.

Resource Type

Professional Development

Resource

Substitute teachers will be used to allow teachers time to participate in training.

Funding Source

CREATE funding.

Amount Needed

\$500