



2013-2014 SCHOOL IMPROVEMENT PLAN

Oak Hill Elementary
11 S HIAWASSEE RD
Orlando, FL 32835
407-296-6470

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School No	Minority Rate 86%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B	2009-10 B
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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.

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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 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	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Oak Hill Elementary

Principal

June Jones P

School Advisory Council chair

Michael Gladden

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

Name	Title
Dr. June Jones	Principal
Robert Prater	Dean
Terica Weaver-Baker	Staffing Coordinator/Guidance
Carmen Mendizabal	Curriculum Resource Teacher
Terri Korn	Reading Coach
Dr. Pamela Welch	Grade 5 PLC Lead Teacher
Patricia Jacques	Grade 4 PLC Lead Teacher
Rosanna Hurtado	Grade 3 PLC Lead Teacher
Patricia Woodard	Grade 2 PLC Lead Teacher
Lucille Bloomer	Grade 1 PLC Lead Teacher
Cheri Holmes	Grade K PLC Lead Teacher

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

01/28/2014

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 SAC is comprised of approximately 15-20 members year to year. The makeup is typically the Principal, 4-5 faculty and staff members along with 6-8 parent and community members.

Involvement of the SAC in the development of the SIP

The School Advisory Committee (SAC) meets once a month to discuss, and make decisions regarding school improvement efforts. First there is a needs assessment that is conducted based on the results of the effective, and climate school survey. Areas of need are prioritized based on feedback from students, staff and parents. The SAC gives input, and feedback in the areas of academics, technology, school safety and parent involvement.

Activities of the SAC for the upcoming school year

Recruit SAC members, send out a SAC interest form to parents and community members, conduct a needs assessment, monitor the school environment relative to the School Improvement Plan, plan and schedule Professional Development for staff and faculty members and conduct SAC meetings monthly

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

School Improvement funds will be used to supplement the afterschool tutoring sessions focusing on 3rd - 5th grade students scoring level 1 or 2 on FCAT. Funds allocated \$813.26 will be used to purchase Tier 3 intervention material for reading, math, writing and science.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

June Jones P

Principal

Years as Administrator: 17

Years at Current School: 7

Credentials

Educational Doctorate, Elementary Education, Educational Leadership

Performance Record

For the years 2009-2012 Oak Hill received B status with points ranging in numbers 495-517 until 2012-2013 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 47%-71% for the past 3 years. Learning gains have also ranged from 65-84% in reading and math. Students performing in the bottom 25% in reading and math have averaged 60-94% over a 3 year period. For the 2012-13 school year Oak Hill received a B based on the rule of schools not dropping more than 1 letter grade otherwise Oak Hill would've received a C.

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Terri Korn

Part-time / District-based

Years as Coach: 18

Years at Current School: 3

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Masters/Elem./ Sec.
VE/Elem.
Ed./ESOL/Reading

Performance Record

For the 2012-13 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49-71% for the past three years. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a three year period.

Carmen Mendizabal

Part-time / District-based

Years as Coach: 10

Years at Current School: 8

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

Masters/Primary Ed.

Performance Record

For the 2012-13 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49- 71% for the past three years. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a three year period.

Terica Weaver-Baker		
Part-time / District-based	Years as Coach: 8	Years at Current School: 13
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	Masters/Guidance/ESE	
Performance Record	<p>For the 2012-2013 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49-71% for the past three years. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a three year period.</p>	

Classroom Teachers

# of classroom teachers	40
# receiving effective rating or higher	40, 100%
# Highly Qualified Teachers	100%
# certified in-field	40, 100%
# ESOL endorsed	29, 73%
# reading endorsed	7, 18%
# with advanced degrees	16, 40%
# National Board Certified	0, 0%
# first-year teachers	1, 3%
# with 1-5 years of experience	15, 38%
# with 6-14 years of experience	15, 38%
# with 15 or more years of experience	9, 23%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 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

It is my job as principal to develop a strategic plan to recruit and retain highly qualified teachers. First, I provide an environment that is safe and, friendly. I recognize teachers on a weekly basis for their efforts and dedication to the profession. I create PLC that collaborate, plan and conduct participatory decision making activities and provide differentiated professional development to meet their professional needs. To recruit teachers, I make a point to provide interns with an experience that fosters instructional strategies that are effective that will prepare them for the classroom whereby using interns to fill vacant positions.

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

Mrs. Mendizabal is the instructional coach/CRT who works closely with teachers on matters related to curriculum, focus, classroom management, student interaction and the Marzano iObservation process. She establishes a close relationship based on her level of comfort. During pre-planning and as an ongoing effort she works with mentees to assist with setting up new classrooms, discuss curriculum, help develop a better of the new design questions targeted for this school year, and assist with data analysis. She also assists to establish classroom organization and instructional strategies to implement for a successful year. The rationale for pairing is based on mutual interests and mentors' strengths and expertise. Careful planning and implementation goes into effect to provide mentees with observation opportunities of other classroom teachers recognized for their strength in instructional areas and/or techniques that might be helpful for the mentee to observe and thus put into practice.

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

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

Our school's MTSS team consists of the following: The Principal who provides common vision for the use of data-based decision-making and ensures that the school-based team is implementing MTSS/RtI; the Dean who provides guidance and expertise in the area of student conduct and the parent/student/teacher/school connection; the Guidance/Staffing Coordinator who provides support and guidance in meeting the overall needs of students receiving ESE services, decreasing the disproportionate classification in Special

Education and conducting ESE related meetings as needed for the purposes of staffing, intervention, parent communication and student guidance; the CRT who develops, leads, and supports school core content standards and programs; assists in the design and implementation for progress monitoring, data collection and analysis; provides staff development; the ESOL Curriculum Compliance Teacher who overlooks the ESOL Program providing support and guidance to teachers of students identified as second language learners, plans for the district mandated testing of language proficiency as outlined in the LEP Plan, and conducts meetings as needs to discuss the needs and progress of the LEP students on an ANI Plan; and the Reading Coach who provides guidance on the school reading plan; provides professional development and technical assistance to teachers regarding Tier 1,2,3 intervention reading plans with special emphasis on decreasing the disproportionate classification in Special Education.

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

The MTSS/Rtl team meets as needed with a planned agenda to review data, help set goals, identify students' strengths and weaknesses and choose methods of progress monitoring. We discuss students who are struggling, help design intervention plans, support teachers during the progress monitoring process, and meet as needed to re-evaluate and assess the effectiveness of the intervention.

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

The MTSS/Rtl team meets as needed with a planned agenda to review data, help set goals, identify students' strengths and weakness and choose methods of progress monitoring. The team discusses students who are struggling, help design intervention plans, support teachers during the progress monitoring process, and meet as needed to re-evaluate and assess the effectiveness of the intervention. We meet to review, discuss, and revise the school improvement plan so that clear representation of our school's MTSS model is indicated in the plan. Members of the MTSS/Rtl team are also present at the monthly scheduled SAC meetings and are ready to address any questions that come up regarding MTSS/Rtl and our school improvement plan.

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

MTSS/Rtl Implementation is as follows: Teachers are directed to document all concerns and interventions they have tried, including parent contact. They are to consult with our MTSS/Rtl coach to schedule an MTSS/Rtl team meeting and discuss results of the Tier 1 differentiated small group instruction. Multiple sources of data are used such as Journeys Benchmark Assessments, Edusoft Benchmark Assessments, Go Math Benchmark Assessments, FAIR data and other formative informal data. The team reviews data collected, determines the problem and the percentage of time the problem occurs, and makes suggestions for strategic (Tier 2) interventions, then progress monitor the results. The classroom

teacher or support person will provide a (Tier 2) intervention for a minimum of 5-8 weeks (3x a week for 30 minutes is recommended). The MTSS/Rtl team reconvenes to discuss intervention results. If the interventions are working, the teacher will continue. If not, the team will discuss possible reasons why the intervention did not work, adjust the tier 2 intervention or develop an intensive (Tier 3) intervention and then progress monitor results. The classroom teacher or support person will provide an additional Tier 3 intervention for a minimum of 6 weeks (5x a week for 30 mins.) as recommended. The MTSS/Rtl team reconvenes again to discuss the results of the Tier 3 intervention. If the Tier 3 did not produce the expected rate of progress, an Educational Planning Team (EPT) meeting will be scheduled with the staffing specialist, teacher, school psychologist, resource teacher, parents, MTSS/Rtl coach and school administrator to discuss the results of all the interventions tried and the results of the ongoing progress monitoring. Based on the team's decision at the EPT meeting, the parent may be asked to consider an evaluation for exceptional student education (ESE) services in order to continue the intensive Tier 3 intervention. With consent from the parent, additional assessments such as a psychoeducational evaluation may be conducted to determine possible entitlement for ESE services. The School Psychologist conducts additional evaluations as necessary and contacts the staffing specialist to schedule a meeting to discuss results. If the student meets criteria for an ESE program, an IEP will be developed with goals that the student is eligible for with parent consent.

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

Our MTSS/Rtl is supported by our Literacy Leadership Team, our teachers and our staff. The LLT meets each Friday to discuss school level systemic problems and data of students. We problem solve any concerns at this meeting. Our LLT has developed a very specific MTSS/Rtl plan for placing students into tier 2 and or tier 3 interventions as determined by data and student need, following students' progress through ongoing progress monitoring and determining fading of interventions, continuing or changing of interventions as needed. Our teachers support the MTSS/Rtl through their core tier 1 instruction, the tier 2 supplemental instruction and tier 3 intensive instruction. They further support the MTSS/Rtl through ongoing progress monitoring in a graphic form and the student graphs are reviewed by the LLT at least 3 times per year to determine rate of progress. Teachers view the graphs biweekly and if not seeing a positive response, they will meet with their MTSS/Rtl coach for recommendations which often includes scheduling an individual student Rtl meeting at which all data is reviewed and the MTSS/Rtl team engages in the problem solving process. Our staff supports the MTSS through providing either tier 2 or tier 3 interventions as determined. All staff are trained in the programs used for tier 2 and tier 3 interventions which occur outside of the core. Data is reviewed regularly and students are moved to appropriate interventions as this is a fluid plan.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,340

Oak Hill Elementary is part of the 21st Century Community Learning Center program. It serves populations of low income minority students that are high risk students in grades 2-5 who scored level 1 or 2 on the FCAT reading and math sub test. It also serve the students with disabilities and English Language Learners who have not yet developed the academic skills necessary to meet the Next Generation Sunshine State or Core Curriculum Standards in reading, math and science. The program uses curriculum that supports the regular school day, students utilize research based strategies as they merge mathematics and reading to increase performance in classroom and state assessments. The program includes a rigor in academic curriculum that encourage students to implement critical thinking skills which will increase the depth of their knowledge. It provides personal enrichment activities that enhances student awareness of activities outside of their environment. It helps to improve academic achievement in reading, mathematics, and science. As well as increases positive student behavior through social development and work habits as well as improve student health and well-being by increasing physical activity and knowledge of nutritional benefits. Finally increase family involvement by family participation in academic and recreational activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Collected data is used to improve student achievement and to determine the effectiveness of the program strategies. Data is also used to develop a plan to increase program's success of the implementation of the objectives. All data is submitted every nine weeks. Data collection consist of formative and summative evaluations, report cards, pre, mid, and post test in reading, math, and science, physical fitness, nutrition, drug/violence prevention and character development. Data quality is structured to enhance steady progress toward meeting the program goals and objectives. Areas of improvement is addressed with intense focus and rigorous instruction.

Who is responsible for monitoring implementation of this strategy?

The Lead Teacher and Program Manager are responsible for monitoring, implementing and collecting the necessary information on time and in response to all requirements.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. June Jones	Principal
Michael Gladden	Administrative Dean
Terica Weaver-Baker	Staffing Coordinator/Guidance
Carmen Mendizabal	Curriculum Resource Teacher
Terri Korn	Reading Coach

Name	Title
Dr. Pamela Welch	Grade 5 PLC Lead Teacher
Pamela Jacques	Grade 4 PLC Lead Teacher
Rosanna Hurtado	Grade 3 PLC Lead Teacher
Patricia Woodard	Grade 2 PLC Lead Teacher
Lucille Bloomer	Grade 1 PLC Lead Teacher
Cheri Holmes	Grade K PLC Lead Teacher

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to model effective practices in the classroom, provide professional development that will help to differentiate the needs of teachers and students and develop a Literacy Plan that provides an instructional match for all students in order to close the academic reading achievement gap. The LLT meets weekly to review data, discuss strengths, weaknesses and next steps. Twice a month Grade level PLC's meet with the LLT for professional development, data analysis, review of

FCIM and MTSS in order to implement the Literacy Plan. The administration and three members of the leadership team have been trained in the new Teacher Evaluation System.

Development of the Literacy Plan began with our Curriculum Planning Meetings in June of 2013. All members

of the Literacy Leadership Team were present and participated in the Curriculum Planning. Each Grade Level PLC Lead Teacher developed a plan to provide monthly Close Reads to increase critical thinking and comprehension of text. Passages were chosen to align with Science/Social Studies benchmarks. Additionally, grades 3-5 utilize Journeys weekly lesson assessments as part of FCIM, to provide frequent assessments to determine student mastery of reading benchmarks. Small group differentiated instruction then occurs for students needing additional instruction in specific skills. Keeping FCIM in mind, we utilize our leveled readers from our core reading program as these leveled readers specifically reteach and reassess comprehension skills to be mastered. K-2 grades utilize the FAIR assessments to determine students in need of differentiated small group instruction targeting skills to be retaught and reassessed. They may utilize the leveled readers as well as other resources such as the Student Activity Centers provided by Florida Center for Reading Research.

Another integral piece of our Literacy Plan developed by our LLT is our 30 minute daily intervention instruction for all students. This intervention is differentiated on student need and intended to provide the instructional match for all students. We currently implement many programs to provide this match for our students struggling with reading to our students needing enrichment activities that encourage higher order

critical thinking skills. Forty-one intervention instruction groups provide our students with an appropriate instructional match. All teachers and paraprofessionals are trained on the materials they are using for the intervention block. This is not a stagnate intervention block. In program assessments as well as the Imagine

It! Benchmark assessments are used to examine student progress and movement from one intervention group to another in order to continually provide individual student instructional match. In program assessments provide feedback on specific skills taught while the Journeys Benchmark Assessments are a

Curriculum Based Assessment which provides data as to which students are on or above grade level and

which students are below grade level. Both types of assessments are reviewed by the LLT and by Grade Level PLC's therefore conducting precise data based decision making for our students. All members of the

LLT are either providing intervention instruction or monitoring instruction and monitoring student progress.

Students have additional tutoring and maintenance (FCIM) opportunities through a third part of our Literacy Plan. Many sources of data were reviewed and students were identified who would benefit from the additional tutoring and maintenance instruction. Parents of the identified students were given the option of signing a waiver for the Physical Activity requirement and choosing for their child to participate in the tutoring and maintenance instruction 4 times a week for 30 minutes. Data such as Performance Matters Benchmark assessments, FAIR, Journeys weekly lesson assessments and Journeys Benchmark assessments will be used to determine progress towards Grade level Reading Benchmarks. Lastly, monitoring of the Literacy Plan will be the utmost importance of the LLT. On-going progress monitoring and utilizing an instructional graph for all students below grade level is a flexible and fluid aspect of the plan in order to monitor reading success for all our students. Materials such as the FAIR probes, Dibels probes, Easycbm.com probes and in program assessments will be used to monitor this progress. Every 6-8 weeks the LLT as well as Grade level PLC's will review the on-going progress monitoring to determine the effectiveness of core instruction and intervention instruction. This review promotes the most accurate data based decision making to occur and provide appropriate instructional match for all students.

Major initiatives of the LLT

Oak Hill has several initiatives our LLT will be introducing, continuing and improving this school year. We will continue lesson study, continue fluid data walls for teachers, continue comprehensive community data wall for our parents and community members, continue Classroom Walkthroughs, continue Eagle Talks and improve the infrastructure and capacity of our Grade Level PLC's. We will continue our six component plan to increase reading achievement at Oak Hill. To support the reading plan, we have purchased classroom libraries for all K-5 classrooms. Additionally, we provide books before school for our students to read while waiting for school to begin for the day. Continuing the fluid data walls for the teachers and specifically Grade Level PLC's monitors student progress and determines goals PLC's will initiate to address student achievement. Analysis of data by Grade Level PLC's answers questions such as - (Is our core instruction working, if not, why is it not working, what will we do about it and how will we know if our decision making and intervention instruction is working?) Data walls help PLC's hold meaningful conversations. Our Comprehensive Community Data Wall informs parents, teachers and community leaders our goals to increase Annual Yearly Progress and what it takes to become an A school and to truly address the needs of all students. Our SAC and PTA are informed of these goals and help us to achieve them. Eagle Talks provide on going communication between teachers and students. This communication addresses student progress, goal setting and monitoring. Teachers meet individually with their students, discuss student data, address common goals and steps to achieve those goals. Frequent Eagle Talks monitor the progress towards individual goals. We will continue the informal observations by our LLT. These observations provide the LLT and Grade Level PLC's on going analysis of fidelity of program instruction, utilization of effective classroom instructional

strategies such as Marzano's High Yield Strategies and Blooms or Webb's Depth of Knowledge, classroom management strategies and effective pacing. The goal of this data is, of course, to increase effective instruction that promotes engagement for all students. This year at Oak Hill we really want to improve the infrastructure and utilization of the PLC concept and lesson study. Each Grade Level PLC will meet weekly to view grade level data, discuss concerns, determine strengths and weaknesses and develop next steps to increase student achievement. Monthly the Grade Level PLC's will meet with the LLT during POP time (Planning on Purpose) to continually inform and update the LLT of their action plans and to enlist the help of the LLT as needed. We are really excited about improving our PLC concept and supporting grade levels as they embark on lesson study. Finally, our LLT will support the implementation of our six component plan to increase reading achievement for all students. This process began at preplanning in August 2012 with the overview of the plan and was revisited during preplanning August 2013. Monthly grade level PLC meetings will continue to address the effectiveness of the plan and support needed.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Oak Hill the primary goal for pre-school children is to be transitioned into the public school setting by providing the necessary tools for growth, a conducive environment for learning, a stimulating and developmentally appropriate curriculum in order to be successful. The screening tool is given three times a year for the purpose of establishing baseline data. This screening helps to identify strengths and weaknesses in the areas of language, social/emotional growth, literacy, math and science. All first time kindergarteners are also administered the FLKRS (Florida Kindergarten Readiness Screener) to determine their readiness level upon entering school. Seventy five percent (6 of 8) of the students participating in our Voluntary Pre-K Program in 2010-2011 and remaining in Oak Hill for kindergarten in 2011-2012 showed readiness based on the results of the FLKRS. Our goal is to show an increase of at least 5% (3) the percent of VPK students who will enter elementary school ready based on FLKRS data. Our Voluntary Pre-K teacher is a highly qualified teacher trained in the new Marzano iObservation process and utilizes the teaching and learning strategies as indicated by Marzano. The school's mission is to involve parents in the process. Parents are invited to walk students to class and participate in the morning routine in order to establish consistency with the transition process. Activities such as circle time, to develop literacy and language development, play time to aid in social/emotional development, house keeping teaches responsibility and getting along. Parents are invited to attend parent involvement conferences that focus on helping them to adapt to the goals and expectations of the public school setting. Students who come with a background of a formal education is provided with enrichment activities based on their needs.

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	58%	47%	No	62%
American Indian				
Asian	83%	64%	No	85%
Black/African American	55%	46%	No	60%
Hispanic	48%	32%	No	53%
White	62%	51%	No	66%
English language learners	37%	40%	Yes	43%
Students with disabilities	23%	10%	No	31%
Economically disadvantaged	54%	43%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	22%	34%
Students scoring at or above Achievement Level 4	54	25%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	96	69%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	25	71%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	65	56%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	29%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	30%	33%

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	40	47%	55%
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	53%	55%	Yes	57%
American Indian				
Asian	83%	50%	No	85%
Black/African American	47%	56%	Yes	52%
Hispanic	50%	45%	No	55%
White	59%	56%	No	63%
English language learners	43%	43%	Yes	48%
Students with disabilities	20%	23%	Yes	28%
Economically disadvantaged	51%	53%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	31%	32%
Students scoring at or above Achievement Level 4	53	24%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	85	61%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	66%	74%

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	17	23%	31%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		17%

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)	4		4
Participation in STEM-related experiences provided for students	315	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	66	12%	10%
Students retained, pursuant to s. 1008.25, F.S.	28	5%	4%
Students who are not proficient in reading by third grade	43	57%	54%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	6%	4%

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 Hill is a Title I school. We are using our Parent Involvement Plan to meet requirements.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To increase student reading comprehension and fluency skills through the implementation of research-based purposeful questioning and critical thinking techniques.
- G2.** To increase student mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks

Goals Detail

G1. To increase student reading comprehension and fluency skills through the implementation of research-based purposeful questioning and critical thinking techniques.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Journeys Reading Core
- Action Plan created by the Curriculum Planning Team identifying Close Read passages and live online links
- Eagle Pride Time reading intervention block
- Scholastic News
- Scholastic Science News
- Classroom Libraries
- District developed ScRAMS resources
- Vocabulary Program

Targeted Barriers to Achieving the Goal

- Teachers need continued coaching and modeling on how to do Close Read
- Teachers need guidance on how to analyze and use assessment data in order to identify more effective instructional strategies

Plan to Monitor Progress Toward the Goal

How effective are the POP (Planning On Purpose) meeting days for teachers in their planning of more rigorous instruction, their use of highly effective instructional strategies, and their informed lessons based on assessment results.

Person or Persons Responsible

Classroom Teachers; Reading Coach; Instructional Coach; Lead Teachers; Principal

Target Dates or Schedule:

Core benchmark assessments given every 6 weeks; district benchmark assessments given twice a year

Evidence of Completion:

Core reading benchmark assessments results and district benchmark assessments results. Classroom walk-through; Informal and formal observations on iObservation.

G2. To increase student mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks

Targets Supported

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

Resources Available to Support the Goal

- Go Math program resources
- Pre-identified math performance tasks
- State identified test items
- District STEM lessons
- ST Math Computer-Based Program
- Science Boot Camp Materials and Resources
- District developed ScRAMS lessons and resources
- Acaletics Program materials, resources and progress monitoring assessments

Targeted Barriers to Achieving the Goal

- Teachers need to use available resources that will promote critical thinking to plan effective lessons

Plan to Monitor Progress Toward the Goal

How effective is the Mathematical Performance Task instructional strategy at helping teachers provide more rigorous and higher order thinking opportunities to students

Person or Persons Responsible

Classroom Teachers; Leadership Team

Target Dates or Schedule:

District benchmark assessments; Acaletics Pre/Post Comprehensive progress monitoring assessment given monthly

Evidence of Completion:

District Math and Science benchmark assessment results, Acaletics Pre/Post Comprehensive progress monitoring assessment results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student reading comprehension and fluency skills through the implementation of research-based purposeful questioning and critical thinking techniques.

G1.B1 Teachers need continued coaching and modeling on how to do Close Read

G1.B1.S1 To provide resources that clearly demonstrate a Close Read. (ISEN = N)

Action Step 1

Identify resources that clearly demonstrate the Close Read instructional strategy at each grade level

Person or Persons Responsible

Curriculum Planning Team Classroom Teachers; Reading Coach; CRT; Principal

Target Dates or Schedule

During pre-planning, professional development designated Wednesdays onsite, and grade level meetings

Evidence of Completion

Posted on master calendar, sign-in sheets, appropriate hand-outs with agenda, grade level shared folder on SharePoint

Facilitator:

Curriculum Planning Team; Terri Korn - Reading Coach; Teachers Leaders

Participants:

Classroom Teachers, paraprofessionals; leadership team

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

Teachers conducting Close Read sessions that provide students with critical thinking opportunities and more rigorous instruction which includes text dependent questions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly classroom walk-through during scheduled weeks for Close Read

Evidence of Completion

Formal and Informal observation results conducted through iObservation; classroom walk-through

Plan to Monitor Effectiveness of G1.B1.S1

The efficacy of teachers' questioning techniques during the Close Read sessions.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly walk-through of Close Read sessions

Evidence of Completion

Student writing samples reflecting their responses to critical thinking questioning including formative assessments such as exit slips

G1.B2 Teachers need guidance on how to analyze and use assessment data in order to identify more effective instructional strategies

G1.B2.S1 Provide POP (Planning On Purpose) regularly scheduled grade level planning opportunities. (ISEN = N)

Action Step 1

Provide professional development targeting the expectation for the POP meeting days and schedule POP (Planning On Purpose) grade level meeting opportunities for teachers grades K-5 on the master calendar

Person or Persons Responsible

Leadership Team; Curriculum Planning Team

Target Dates or Schedule

Pre-Planning

Evidence of Completion

Master calendar; Schedule of POP meeting days; POP PLC meeting notes template

Facilitator:

Reading Coach; CRT; Teacher Leaders; Principal

Participants:

Classroom Teachers; Paraprofessionals; Leadership Team

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

Teachers will provide assessment data results by accessing online resources and POP PLC meeting notes; Special Area Teachers will take responsibility for the academic instruction of the designated grade level on each scheduled POP meeting day.

Person or Persons Responsible

Classroom Teachers, Special Area Teachers; Leadership Team

Target Dates or Schedule

Regularly scheduled 6 week rotation of POP meeting days as indicated on the master calendar

Evidence of Completion

POP PLC Meeting Notes uploaded on SharePoint

Plan to Monitor Effectiveness of G1.B2.S1

Data-based instructional decisions made by teachers to identify student needs; Results of the disaggregated assessment data; Evidence of rigorous and effective lesson planning to allow teachers to inform instruction.

Person or Persons Responsible

Teacher Leaders; Leadership Team; Classroom Teachers

Target Dates or Schedule

POP Planning days

Evidence of Completion

POP PLC Meeting Notes; classroom walk-through observation results

G2. To increase student mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks

G2.B1 Teachers need to use available resources that will promote critical thinking to plan effective lessons

G2.B1.S1 Provide teachers professional development opportunities with focus on the development of higher order problem solving tasks with built in evidence of student writing to show the problem solving process (ISEN = N)

Action Step 1

Identify resources that clearly demonstrate higher order problem solving tasks at each grade level

Person or Persons Responsible

Curriculum Planning Team; CRT; District Support Personnel

Target Dates or Schedule

During pre-planning, professional development designated Wednesdays onsite, grade level meetings, scheduled POP PLC planning days

Evidence of Completion

Posted on master calendar, sign-in sheets, appropriate hand-outs with agenda

Facilitator:

District Math Support Personnel; CRT-Math Contact

Participants:

Classroom Teachers; Curriculum Planning Team; PLC Lead Teachers; Leadership Team

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

Teachers conducting effective higher order problem solving task lessons that provide students with critical thinking opportunities and more rigorous instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Classroom walk-through during scheduled weeks for Math performance tasks

Evidence of Completion

Formal and informal observation results conducted through iObservation; classroom walk-through

Plan to Monitor Effectiveness of G2.B1.S1

The effectiveness of teachers' higher order questioning techniques during the problem solving tasks

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly walk-through of Math Performance Task sessions

Evidence of Completion

Student writing samples reflecting their responses to critical thinking questioning and understanding of the problem solving process; Classroom walk-through; iObservation DQ 3 and DQ 4; District benchmark assessments; Acaletics Pre-Post Comprehensive progress monitoring assessment tools

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A = Federal dollars are used in addition to the general operating budget. It allows for positions within the school to be purchased such as reading coach, dean, and family involvement contacts. Parents are encouraged to participate in school functions such as PTA, SAC, Title I, and PLC meetings. Educational activities are scheduled throughout the year such as the 24 hour Read-a-thon, Literacy Night, Science Night, Fifth Grade Citizenship trip to Washington, DC and FCAT Night. We encourage parents who would like to help with fieldtrips, fundraisers, and tutoring to sign up as an ADDitions Volunteer. Oak Hill's parents are encouraged to attend the Parent Involvement conference sponsored by the Title I department to learn parenting tips and strategies for working with children at home. Home and school communication is conducted using the student agenda, monthly newsletter and Connect Orange communication system.

Title I, Part C Migrant = The migrant department provides services and support to students in conjunction with the Title I Program.

Title I Part D = The district provides funds for the purpose of supporting the Educational Outreach program. These services work in conjunction with the truancy and dropout prevention program.

Title II = In an effort to produce high quality teaching it is imperative that teachers are introduced to instructional strategies that focus on the achievement levels of students, enrichment activities, and needs of teachers. Professional Development is essential to the development of effective teaching from year to year. The focus this year is differentiating instruction, using Journeys reading program, Go Math, Fusion Science and multiple intervention resources. Grant funded programs that require training include ST Math (a computerized math program that focus on Algebraic Thinking) and ATS Tutoring and 21st Century after school program. Additional tutoring comes through the PE waiver process. We offer a special course in reading and math to students who are performing below level. Selected teachers will attend the FTCM conference.

Title III = The district provides a Curriculum Compliance Teacher (CCT) to oversee testing, parent meetings, and all dealings with ELL students. Certified ESOL para-professionals provide tutoring and support to ELL students speaking Spanish and Haitian Creole. Schedules are centered around the needs of all ELL students to ensure time and effort is devoted to the success of the ELL population. After School Tutoring will be offered by the multilingual dept for students scoring levels 1, 2, or 3 on FCAT.

Title X Homeless = The district has appointed a social worker who works primarily with students who are homeless. The school's guidance counselor (Terica Weaver-Baker) is the point of contact to report any needs or support that is needed by students who are homeless. Transportation is typically provided by the district for homeless students who resides outside the school zone however, but due to these extenuating circumstances they have been assigned to the school by OCPS Pupil Assignment even though they may live outside of the zoned area of the school.

Supplemental Academic Instruction (SAI) = SAI funds were used to hire a part of a position paraprofessional to work with students in grades 3-5 on FCAT skills.

Violence Prevention Programs = Mr. Gladden (Dean) works with and mentors students who display behavior issues. Terica Weaver-Baker is the liaison between A Better Therapy (a counseling agency) to refer students who are in need of assistance due to behavior, and emotional concerns. An Anti Bullying Program was introduced to students by Mr. Mike Anti-Bullying Program. This program focuses on strategies and techniques using comedy that students can use if or when confronted by bullies.

Nutrition Programs = The school has selected a Wellness representative that gives tips each month on eating and exercising. Students are encouraged to eat healthy meals each day starting with the Universal Breakfast program for each student free of charge at Oak Hill.

Head Start; adult education; CTE; and job training - N/A

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.

G1. To increase student reading comprehension and fluency skills through the implementation of research-based purposeful questioning and critical thinking techniques.

G1.B1 Teachers need continued coaching and modeling on how to do Close Read

G1.B1.S1 To provide resources that clearly demonstrate a Close Read. (ISEN = N)

PD Opportunity 1

Identify resources that clearly demonstrate the Close Read instructional strategy at each grade level

Facilitator

Curriculum Planning Team; Terri Korn - Reading Coach; Teachers Leaders

Participants

Classroom Teachers, paraprofessionals; leadership team

Target Dates or Schedule

During pre-planning, professional development designated Wednesdays onsite, and grade level meetings

Evidence of Completion

Posted on master calendar, sign-in sheets, appropriate hand-outs with agenda, grade level shared folder on SharePoint

G1.B2 Teachers need guidance on how to analyze and use assessment data in order to identify more effective instructional strategies

G1.B2.S1 Provide POP (Planning On Purpose) regularly scheduled grade level planning opportunities. (ISEN = N)

PD Opportunity 1

Provide professional development targeting the expectation for the POP meeting days and schedule POP (Planning On Purpose) grade level meeting opportunities for teachers grades K-5 on the master calendar

Facilitator

Reading Coach; CRT; Teacher Leaders; Principal

Participants

Classroom Teachers; Paraprofessionals; Leadership Team

Target Dates or Schedule

Pre-Planning

Evidence of Completion

Master calendar; Schedule of POP meeting days; POP PLC meeting notes template

G2. To increase student mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks

G2.B1 Teachers need to use available resources that will promote critical thinking to plan effective lessons

G2.B1.S1 Provide teachers professional development opportunities with focus on the development of higher order problem solving tasks with built in evidence of student writing to show the problem solving process (ISEN = N)

PD Opportunity 1

Identify resources that clearly demonstrate higher order problem solving tasks at each grade level

Facilitator

District Math Support Personnel; CRT-Math Contact

Participants

Classroom Teachers; Curriculum Planning Team; PLC Lead Teachers; Leadership Team

Target Dates or Schedule

During pre-planning, professional development designated Wednesdays onsite, grade level meetings, scheduled POP PLC planning days

Evidence of Completion

Posted on master calendar, sign-in sheets, appropriate hand-outs with agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase student reading comprehension and fluency skills through the implementation of research-based purposeful questioning and critical thinking techniques.	\$3,000
G2.	To increase student mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks	\$60,893
Total		\$63,893

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
Title I	\$3,000	\$0	\$3,000
Title I, Gen. Budget	\$0	\$60,893	\$60,893
Total	\$3,000	\$60,893	\$63,893

Budget Details

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

G1. To increase student reading comprehension and fluency skills through the implementation of research-based purposeful questioning and critical thinking techniques.

G1.B1 Teachers need continued coaching and modeling on how to do Close Read

G1.B1.S1 To provide resources that clearly demonstrate a Close Read. (ISEN = N)

Action Step 1

Identify resources that clearly demonstrate the Close Read instructional strategy at each grade level

Resource Type

Professional Development

Resource

Representatives from each grade level, reading coach, CRT, Instructional Coach, and principal participated in summer planning to research, best practices for implementing a Close Read.

Funding Source

Title I

Amount Needed

\$3,000

G2. To increase student mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks

G2.B1 Teachers need to use available resources that will promote critical thinking to plan effective lessons

G2.B1.S1 Provide teachers professional development opportunities with focus on the development of higher order problem solving tasks with built in evidence of student writing to show the problem solving process (ISEN = N)

Action Step 1

Identify resources that clearly demonstrate higher order problem solving tasks at each grade level

Resource Type

Evidence-Based Materials

Resource

Go Math, ST Math Computer Program, Acaletics Test Prep Resources, ScRAMS, Science Boot Camp, Vocabulary Workshop, Classroom Libraries, Scholastic News, Scholastic Science News, Read Naturally, FTCM Conference, Early Interventions in Reading, Phonics for R

Funding Source

Title I, Gen. Budget

Amount Needed

\$60,893