

School Improvement Plan

2015-2016

Oak Grove Middle

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Superintendent



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2014-2015

School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Oak Grove Middle	Principal's First Name Dawn	Principal's Last Name Coffin
School Advisory Council Chair's First Name Sharon	School Advisory Council Chair's Last Name Wells-Ward	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

To prepare students for high school, college, career and life.

SCHOOL ENVIRONMENT

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

A data overview is presented to staff of the demographic make-up of the school. Several presentations are made about our students and where they come from. We have many evening events where we invite community support groups to come in and work with our parents. We have a Role Model and Girlfriends group, a multicultural group, an African American outreach group as well as a Hispanic outreach group.

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

Oak Grove has a behavioral plan that is followed. All staff are responsible for student supervision and duty stations are established and staffed. The RTI process has been updated to streamline our processes.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Behavior expectations are posted and communicated. A behavioral plan is established and followed. Teachers are trained in CHAMPS protocols.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students have access to counselors and other staff to help with any needs that they have. The school based leadership team and RTI team identify students who may need additional supports. Teachers may also refer a student to the team. Guidance travels with their students from grade level to grade level in order to get to know their students.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Dawn	Coffin	school
Lisa	Bennett	support personnel
Lenshawn	Price	community
Ben	Smet	community
JoAnna	Boruk	community
Sharon	Well-Ward	school - 7
Jennifer	Bullock	School - 8
Carol Anne	Parker - Van Cleve	School - 6
Katie	Moore	parent
Mariadell	Ortiz	parent
Terri	Stanart	parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Last year was school wide deployment of the Florida Standards. The entire year was devoted to unpacking the standards and making sure that lessons were actually hitting the target. Much work is still to be done in this area. The gap analysis suggests that we are not closing the academic or behavioral gaps quickly enough, but data does reflect that overall discipline efforts have made a difference in referral data - down 400 referrals from the 13-14 school year and down 116 out of school suspensions.

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

Money allocated bought u shaped tables for group work for teachers and also remedial software for reading and math.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The teachers involved in SAC are involved in the school improvement process. Parents give input through surveys and dialogue with the administrative team.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC will review the SIP at each meeting to review progress and determine next steps.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SIP monies will be used to purchase materials for struggling students, enhancement materials where needed, STEM opportunities and training as needed. This will include transportation and furniture. (outreach nights and small group work)

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Dawn	Last Name Coffin	Email Address coffind@pcsb.org	
Highest Academic Degree Doctor of Education	Field of Study Educational Leadership and Policy Studies	# of Years as an Administrator 22	# of Years at Current School 8
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name Michael	Last Name Mustoe	Email Address mustoem@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 8
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name Antelia	Last Name Campbell	Email Address campbella@pcsb.org	
Highest Academic Degree Doctor of Education	Field of Study Educational Leadership and Policy Studies	# of Years as an Administrator 8	# of Years at Current School 1
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name Christopher	Last Name Wolford	Email Address wolfordc@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 3	# of Years at Current School 0
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching
INSTRUCTIONAL EMPLOYEES	

of instructional employees: 73

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 16

% reading endorsed: 21

% with advanced degrees: 26

% National Board Certified: 2

% first-year teachers: 3

% with 1-5 years of experience: 20

% with 6-14 years of experience: 22

% with 15 or more years of experience: 28

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Teachers are placed at Oak Grove who have been involuntarily transferred from other schools. Oak Grove makes them feel welcome by meeting with them monthly and showing support. Oak Grove was able to hire Title I teachers (2) and an art and chorus teacher this year. Professional development is ongoing throughout the school year. Teaming, at different levels, takes place, as well as common

planning.

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

Common planning, weekly PLC meetings.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Teachers who have gone through the mentor training get assigned new teacher.

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

SBLT meets twice a month and reviews data and makes suggestions for improvement. RTI meets twice a month and discusses specific students and tier interventions. ILT/Department Chairs meets twice a month and discusses department business, department data, teacher issues, resources needed and training requests. Child Study Team meets twice a month and the Literacy Team meets once a month.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Dawn	Coffin	Principal
Antelia	Campbell	Assistant Principal
Michael	Mustoe	Assistant Principal
Christopher	Wolford	Assistant Principal
Pam	Houle	RTI Coordinator/Guidance
Rachel	Thomas	Guidance
Catherine	Carlson	Guidance
Janet	Oliver	Social Worker
Christine	Pacetti	Psychologist
Christa	Thornton	ESE Compliance
Deb	El Hajoui	Behavior Specialist
Department Chairs		Teachers / Rotate

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Data is provided at each meeting and is analyzed. Department chairs bring school-wide issues back to their department. Individual student issues are handled by counselors, administrators and teachers.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the 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 (e.g., behavior, attendance).

Oak Grove uses the data available in EDS, Data Warehouse, reports in Focus, performance matters, SRI, and Edgenuity. Behavior reports are shared weekly. Attendance is monitored by the grade level offices and the attendance specialist.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The administrative team communicates with staff to educate them on MTSS and the RTI process. It is a continual process in grade level PLCs. Teacher representation is expected at all meetings to give input. Data is presented at meetings and input is given.

PART I

CURRENT SCHOOL STATUS

Section F

Ambitious Instruction and Learning

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers' lesson plans are aligned to the Florida Standards. This is monitored by lesson plans, walkthroughs and PLCs. Teachers are using a new planning program this year called Planbook.com, which is available via the web.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

PLCs meet and discuss data. Instructional strategies to meet the needs of struggling students are discussed. Small group instruction, lunchtime tutoring, extended learning opportunities, remedial courses, re-teaching, bell work reviewing previous standards learned. Oak Grove is also beginning the process of being a personalized learning middle school using the blended on-line approach with Edgenuity. Grade period recovery will be offered for all academic courses through Edgenuity - teacher created courses. Grades to be changed after the grade period is successfully completed.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

As an AVID school the WICOR strategy is integrated into every classroom. WICOR provides a learning model that supports Writing, Inquiry, Collaboration, Organization and Reading to Learn. This learning model provides a learning support structure for faculty to guide students comprehend materials and concepts at increasingly complex levels within developmental, general education and discipline-based curriculum in their subject area.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To get students writing, reading to learn, collaborating, and thinking critically in every subject area.

Provide a description of the strategy below.

Students will read with purpose, connecting reading material to prior knowledge, utilizing text-processing strategies during and after reading to improve comprehension. They will then write a summary using evidence from the material.

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

Teachers will review summaries and compare the information at PLCs.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Department chairs, assistant principals, AVID coordinator, Literacy coach.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Workshop instruction to be used to generate greater student understanding of course content, develop positive attitudes towards learning, increase problem solving skills, and inspire greater student involvement.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Students are taught through workshops to provide one-on-one attention to meet student needs.

Provide a description of the strategy below.

Teachers will pull a small group of students to participate in a workshop to re-teach material after initial instruction.

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

Teacher data – formative and summative assessment outcomes, teacher observations, behavior/discipline, grades, participation in discussion. Teachers will monitor student progress.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Each teacher.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Collaborative learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Collaborative learning involves intentionally designed student groups engaged in "co-laboring" toward meaningful learning outcomes, using active engagement activities planned to maximize learning through working together.

Provide a description of the strategy below.

Students will be grouped in a variety of ways for various activities to work toward a specific learning goal.

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

Teacher data – formative and summative assessment outcomes, teacher observations, behavior/discipline, grades, participation in discussion. Teachers will monitor student progress.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Reduce the Teacher Pupil Ratio in intensive reading classes so that individualized instruction can occur. Expecting gains of at least two years for each student. Additional teachers hired will work with content area teachers to address content specific vocabulary and comprehension so students will be prepared for grade level work in their core classes.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

More intensive, one on one and workshop instruction.

Provide a description of the strategy below.

Employ additional teachers through Title I.

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

Reading data, class data, performance matters data, individualized tracking of students - progress monitoring

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Remedial teachers, reading coach and administration.
Dr. Coffin

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Oak Grove holds several orientations, back to school nights, and a mini camp for incoming students. We also invite all the high schools in to present to interested students. At the beginning of the year, we host two 6th grade "Camp Golden Knight" sessions where incoming 6th graders are orientated to Middle School.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Oak Grove utilizes the AVID system to encourage all students to be thinking ahead to college or career. Students are also placed in rigorous courses to help motivate them. Guidance speaks to all students about options for high school that lead to college entrance.

Describe how the school integrates vocational and technical education programs.

Oak Grove infuses technology into curriculum areas. Oak Grove has a robotics club, STEM club, and a technology program that includes aeronautics. A woodshop was added this year as well as Business Technology.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Baker	Gina	Teacher	bakerre@pcsb.org
Finley	Julie	Teacher	finleyju@pcsb.org
McCurtain	Rachel	Literacy Coach	mccurtainr@pcsb.org
Read	Jeff	Teacher	readj@pcsb.org
Read	Jessica	Teacher	readje@pcsb.org
Wolford	Christopher	Assistant Principal	wolfordc@pcsb.org
Caros	Helen	Teacher	carosh@pcsb.org
Coffin	Dawn	Principal	coffind@pcsb.org
Repking	John	Teacher	repkingj@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT members meet to discuss SIP goals, reflect on current practice, brainstorm ideas, and then bring them back to their departments to finalize a plan to ensure literacy as a process in every classroom.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Video recording as a form of reflection. Lesson Study as a process for developing standards-based lessons focused on literacy. Through Title I funding, additional reading teachers (2) will be hired to bring the teacher pupil ratio down in reading classes. Additionally, three of the reading teachers will have an additional planning period to go into other teachers' classrooms and model lessons, collaborative structures and AVID strategies. This will provide much needed support to teachers who may be reluctant to try anything new. In addition, efforts will be made to provide more professional development for all teachers regarding ELL strategies.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) **Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23		

FLORIDA ALTERNATE ASSESSMENT (FAA) **Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77		

LEARNING GAINS **Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	57		
Black/African American	32		
Hispanic	42		
Asian	62		
American Indian	25		
English Language Learners (ELLs)	6		
Students with Disabilities (SWDs)	18		
Economically Disadvantaged	43		

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

Goal 1: Increase student proficiency on formal state assessment from 49% to 69% or above.
 Goal 2: Increase Black/African American student proficiency on formal state assessment from 32% to 51% or above.

Provide possible data sources to measure your reading goal.

Achieve 3000 progress monitoring, School-wide SRI tests, CELLA, Scholastic Read 180 progress assessments, FSA.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
----------	----------------------------

<p>Plan and organize effective Instruction.</p>	<p>Actions/Plan</p> <ol style="list-style-type: none"> 1) Increase rubrics for weekly lessons/assignments. 2) Students will earn credit in multiple classes for cross curricular activities/projects. 3) Teachers will develop goals aligned to core subject standards. 4) Teachers will create modified assignments for ESE and ELL students. 5) In-class modeling and coaching on a weekly basis with a site based reading professional during instructional time will be provided an all academic classrooms. <p>Reduce barriers</p> <ol style="list-style-type: none"> 1)Plan time with core subjects in PLC's with Department Heads. 2) Teachers will meet with ESE and ESOL case managers early to obtain accommodations to plan effective instruction. 3) Teachers will have ample opportunity for training regarding learning goals and scales, targets. 4) Site based reading professionals will plan their modeled lessons with the academic teacher's baseline student data, subject pacing guide, and teacher requests.
<p>Action 2</p>	<p>Plan to Implement Action 2</p>
<p>Help students practice and deepen their understanding of new knowledge.</p>	<p>Actions/Plan</p> <ol style="list-style-type: none"> 1) In intensive reading classes, teachers will increase the frequency of pre-reading activities before lessons are taught. 2) In all classes, teachers will incorporate student created questioning activities in weekly lessons using Costa's House. 3) Teachers will scaffold the Essential Question in weekly lessons using SCALES and other professional models. <p>Reduce barriers</p> <ol style="list-style-type: none"> 1) Teachers will participate in PD with school's AVID advisor. 2)All Language Arts teachers will attend PD in hands on Socratic Seminars with school's Lit Coach. 3) Teachers will attend PD in Costa's Levels of Questioning with school's Lit Coach.
<p>Action 3</p>	<p>Plan to Implement Action 3</p>
<p>Engage students in learning.</p>	<p>Actions/Plan</p> <ol style="list-style-type: none"> 1) The frequency of study of high interest materials will increase in all Language Arts/Reading Classes. 2)Teachers will use examples and non-examples of student work to define expectations for all students. 3)Stations will be created in classrooms where students will rotate during class and work on diverse assignments. 4) Language Arts teachers will team/plan with core subjects to create cross-curricular lessons/activities. 5) Common subject reading teachers will hold monthly field days to celebrate students' academic successes based on grades and gains. <p>Reduce barriers</p> <ol style="list-style-type: none"> 1) Teachers and staff will utilize common planning. 2) Teachers will participate in a PD on student collaboration in a classroom of diverse levels with school's Lit Coach. 3) Teachers will obtain and organize high interest materials from department head and school's Lit Coach. 4) Reading teachers will have to make time to thoroughly decipher data to determine which students earn celebration time versus which students need remediation on that day.
<p>Action 4</p>	<p>Plan to Implement Action 4</p>

Establish and communicate learning goals.	<p>Actions/Plan</p> <ol style="list-style-type: none"> 1) Teachers will provide progress monitoring checklists and rubrics students will keep in their binders as reference tools. 2) Teachers will have standards and pacing guides posted in rooms. 3) Essential questions and goals will be visible in each class written in student friendly terms. <p>Reduce barriers</p> <ol style="list-style-type: none"> 1) Teachers and staff will participate in PD on procedural and declarative goals. 2) Teachers will participate in Florida Common Core trainings.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		

FLORIDA ALTERNATE ASSESSMENT (FAA) **Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

We will continue to increase student proficiency on formal state writing assessment specifically from 57% to 70% or above. Focus will be placed on African American students who have been scoring below proficiency level to increase to 70% or above.

Provide possible data sources to measure your writing goal.

Write Score Assessment
 Write Source Assessment
 FSA-Writing
 Classroom Formative Assessments
 DBQs

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
----------	----------------------------

<p>ELA/reading teachers will attend and implement Core Connections lessons. Additionally, Oak Grove Middle School will increase student understanding of the FSA writing rubric.</p>	<p>Schedule TDE's for teachers-2-3 times per year. Share strategies and data with colleagues through grade level PLC's. Create student-friendly examples of the rubrics. Obtain anchor papers of each possible score. Use rubrics across subject areas.</p>
Action 2	Plan to Implement Action 2
<p>Increase use of technology in the classroom with additional practice through on line resources at home. Electronic textbook availability. Encourage and expect student usage at home. Additionally, we will increase the use of Edgenuity to further support writing instruction.</p>	<p>In order to assist ELL students with deficiencies in technological resources, school will provide computer availability either at school or for home use. Offer Hispanic Parent Night, Connect Ed (home-school communication system) in Spanish to explain program. ELA department will determine the most effective lessons based on informal and formal observations.</p>
Action 3	Plan to Implement Action 3
<p>Implement remediation writing program for struggling African American students. Also, we will utilize Core Connections paragraph "formula" in all classrooms.</p>	<p>Identify students through formative assessment and previous formal assessments as available-September Write Score assessment. Teachers will remediate in small group setting through ELP additional support opportunities. We will create posters for all classrooms and train all teachers in usage of the "formula" through grade level PLC's.</p>
Action 4	Plan to Implement Action 4
<p>Utilize common language and rubric when teaching and assessing writing in all classes. Increase frequency of formal student writing activities in class across the curriculum. Additionally, we will increase small group writing instruction.</p>	<p>Collaborate to revise previously developed writing rubric as needed to reflect new writing standards. Continuous WICOR PD's for teachers throughout the academic year. Implementation of WICOR writing strategies ongoing with fidelity-check as measured by informal/formal observations.</p>

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 3: Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		

LEARNING GAINS

Area 3: Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56		

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	51		
Black/African American	29		
Hispanic	42		
Asian	85		
American Indian	75		
English Language Learners (ELLs)	19		
Students with Disabilities (SWDs)	19		
Economically Disadvantaged	40		

MIDDLE SCHOOL ACCLERATION**Area 3: Mathematics**

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	50	

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
86	73.8	

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)**Area 3: Mathematics**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
97		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Goal 1: The number of students meeting proficiency will be 60%. This exceeds the state proficiency rates by 5%. *

Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your mathematics goal.

FSA test results for the 2014-2015 school year. Performance Matters results. Formative assessments. Grade level and subject level common assessments per chapter.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Involve and guide students in tracking student progress.	1. Provide tracking sheets 2. Post benchmarks and standardize expectations at the beginning and go over results after each unit. 3. Schedule class time to allow students to record and reflect post-assessment
Action 2	Plan to Implement Action 2
Examine errors in reasoning. Have students find errors in their own work and others. Be able to verbalize and correct errors.	1. Utilize homework to identify and examine errors at least once a week 2. Discuss the class's work to verbalize, and correct any errors.
Action 3	Plan to Implement Action 3
Questioning Techniques. Get students to explain their thought process and concepts when solving math problems.	Questioning Techniques. Get students to explain their thought process when solving math problems to both teacher and peers.
Action 4	Plan to Implement Action 4
Progress monitor students using pretest and post-test data.	Celebrate student success. Use scales aligned to the Marzano method. Use the Edgenuity program to build up student skills, specific to student's needs and use MyPath for skill remediation. Spiral previous learned concepts into bellwork and maintain those skills on texts.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		

FLORIDA ALTERNATE ASSESSMENT (FAA) Area 4: Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40		

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL**Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

All teachers will involve and guide students in tracking their progress toward increasing the science proficiency rate from 47% to 55%.

Provide possible data sources to measure your science goal.

1. Scales as part of interactive notebooks, students can reflect on how they improved from the pre to the post test and provide feed back to teacher on what worked and what didn't.
2. Planner checks. Teacher can check that all students are utilizing the tools and assist in showing the importance of using planner in order to meet their goals.
3. Data chats with students to evaluate where they are in progression toward their goal and what they need to meet original goal or assist in new goals and what steps should be taken to meet realigned goals.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
In all science classes, students will use personal goals sheets and scales.	Students will access current knowledge of standards, compare pre & post test data, and write reflections on their process toward meeting standards and what additional support is necessary to meet the standard.
Action 2	Plan to Implement Action 2
Teachers will conduct data chats with students with setting learning goals based on data and progress monitoring.	Teachers will have conversations with students at or near the end of quarter 2 to reflect on current progress, help to readjust goals if necessary, and help students come up with steps toward realigned goals.
Action 3	Plan to Implement Action 3
Teachers will require students to use planner, specifically, interactive notebooks.	Teachers will require that all students use interactive notebooks as the student's daily planner to: record daily agendas, homework, progress reports and parent contact.
Action 4	Plan to Implement Action 4
The Science department will meet in PLC's at least once per month to review student data (including response to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness.	Outside of scheduled monthly PLC's, the science department will meet weekly in subject/grade level to ensure constant use of scales, planner and to discuss lesson plan development ensuring that AVID strategies are being used to assist students.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section E****Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
5	

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5		

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

The goal of the STEM Academies is to increase STEM opportunities for Oak Grove Middle School students. The STEM Academy will offer students opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning, and interact with community business partners!

Provide possible data sources to measure your STEM goal.

Quality of design, implementation and construction of various engineering structures.
Efficiency of engineering structures.
Accuracy of steps toward accomplishing goals in a STEM career.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Recruit members	STEM contests and T-Shirts, field trips and section in yearbook
Action 2	Plan to Implement Action 2
Design (in teams) bridges and other structures	Drafting and scaling of existing structures
Action 3	Plan to Implement Action 3
Research various STEM careers and pathways toward that goal	Internet, letters to various businesses on their hiring practices.
Action 4	Plan to Implement Action 4
Build structures	Legos, K'NEX and other materials

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section F **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

Provide possible data sources to measure your CTE goal.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section G****Area 7: Social Studies****CIVICS END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	21	50

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	21	30

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL**Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

The percentage of proficient students will increase by at least 18% or more from the previous academic year 's results (2016).

Provide possible data sources to measure your social studies goal.

Progress Monitoring Tests - administered every 9 weeks
 Mid-term results
 Formative Assessments
 Formal classroom assessments (unit tests)
 EOC

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implementation of Florida Citizens.org curriculum with fidelity.	Teachers will continue to participate in Civics professional development as available to enhance civics specific education practices. Utilization of computer lab/carts will increase in order to ensure all students have access to valuable web sites including ICivics and the Escambia County civics program. Teachers will adhere to the County prepared Civics content and State Standards including student use of the provided workbook.
Action 2	Plan to Implement Action 2

Increase use of technology in the classroom with additional practice through on line resources at home. Encourage and expect student usage at home.	Students will be encouraged to access/use Edgenuity to interact with the curriculum. This additional classroom/home tool will be utilized wherever needed to allow for independent interaction with the content. This is expected to significantly benefit struggling through high level students.
Action 3	Plan to Implement Action 3
Increase reading comprehension of primary source documents and encourage the critical reading process in all classes.	Utilize AVID strategies including but not limited to text marking, In the Margin, Philosophical Chairs, Socratic Seminar, turn and talk, sentence frames, summarization, Jig Saw. Encourage teacher PD as needed and available. Read pertinent AVID Weekly articles as available and appropriate to enhance lessons.
Action 4	Plan to Implement Action 4
Increase support for struggling African American/ESOL students in order to remediate and help them increase reading/writing levels.	Identify students through formative/formal assessments such as FAIR testing and FSA/FCAT in order to remediate and assist in small group settings with additional support opportunities provided as needed.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	<1	<1	<1
Grade 7	2	<1	<1
Grade 8	2	<1	<1

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	18	21	10
Grade 7	22	23	10
Grade 8	20	22	10

SUSPENSIONS	Area 8: Early Warning Systems
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	31	31	10
Grade 7	35	30	10
Grade 8	28	22	10

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	8	4	2
Grade 7	12	2	1
Grade 8	6	2	1

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	17	21	10
Grade 7	17	21	10
Grade 8	15	13	3

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2	4	2
Grade 7	3	2	1
Grade 8	2	2	1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10	11	5
Grade 7	17	11	5
Grade 8	11	10	5

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3	1	1
Grade 7	4	1	1
Grade 8	1	2	1

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	<1	1	1
Grade 7	<1	0	1
Grade 8	<1	0	1

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1	1	0
Grade 7	2	1	0
Grade 8	0	1	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	28		
Grade 7	27		
Grade 8	23		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	9	7	3
Grade 7	6	8	4
Grade 8	4	2	1

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36	7	5

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	24	101	50
Grade 7	25	95	50

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 8	21	74	37

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

They are part of the RTI process. Students are in remedial courses and are encouraged to attend ELP. They are also encouraged to attend tutoring in the mornings, as it is available five days a week. Student progress is monitored. Parents are invited to parent sessions to get information about where their child is and what services we offer. Other RTI interventions are more individualized. A plan to "push in" during the school year to high needs classrooms will be implemented to work with struggling students.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)	Add Target	Delete Target
				<p>Goal 1: Increase Black/African American student proficiency on formal state assessment from 32% to 51% or above in English/Reading. In addition to the same actions steps in the Reading Goal, level 1 students will each have a "silent knight" mentor. They will be asked to participate in the One up tutoring program for minority students and also be asked to participate in the African American Heritage Advisory group and club.</p>	32
<p>Goal 2: Increase Black/African American student proficiency on formal state assessment from 34% to 60% in Math. In addition to the same actions steps in the Math goal, level 1 students will each have a "silent knight" mentor. They will be asked to participate in the One up tutoring program for minority students and also be asked to participate in the African American Heritage Advisory group and club.</p>	28		60		
<p>Goal 3: Increase Black/African American student proficiency on formal state assessments from 29% to 50% in Science. In addition to the same actions steps in the Science Goal, level 1 students will each have a "silent knight" mentor. They will be asked to participate in the One up tutoring program for minority students and also be asked to participate in the African American Heritage Advisory group and club.</p>	29		60		

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Oak Grove used to have high parental involvement, however that has dwindled over the past three years. We are recruiting parents at every opportunity in person, by phone, email, and just word of mouth.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Oak Grove has multiple evening events to bring families into the school. Weekly school messenger calls go out with the events of the week, The Knight Crier is published quarterly, Knight News is the school email notification publication, and parents are encouraged to check portal and to email teachers and also check their child's planner for school information.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Presentations are made to faculty and staff regarding the demographics of the school. Specifics are given about where the students come from and their culture. Oak Grove works with the Hispanic Outreach to continue to learn more about our Latino population.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in C	Bronze in 0% of L	Bronze in 1 out of 6
100% Vitality Participation			100% Vitality Part

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD Delete PD

Professional Development Identified	
Related Goal(s)	all
Topic, Focus, and Content	Instructional Strategies - WICOR
Facilitator or Leader	Carol Ann Parker Van Cleve
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	all
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	pre-school/Wednesday morning PLC time/ ProEd Days/Friday mornings
Strategies for Follow-Up and Monitoring	Walk Throughs and PLC Structures, coaching support and internal support

Person Responsible for Monitoring	Coaches, support coaches, administrators, department chairs
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PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Oak Grove has a Violence Prevention Specialist who works with all 6th grade students on various topics. An additional violence prevention specialist is coming on board who will do groups. This is through a grant from JWB. Oak Grove also received Title I money for the 2015-2016 school year and submitted a Title I plan. Most of the money was spent on teachers to reduce the reading TPR so that we could focus on literacy with under - performing students. Title III support is given through the ESOL office. Oak Grove also has a 21st Century Learning Center that provides before and after school care/program for students for free.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Oak Grove provides services through the extended learning program/tutoring. We also have a partnership with a local business who donates school supplies for students in need. We follow the RTI process and have several outreach programs in place as well.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	all
Actions/Plans	AVID/Edgenuity/Outreach
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	materials, PD, technology, transportation
Description of Resources	support learning and building relationships
Funding Source	SIP
Amount Needed	\$5,500.00

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

