

WELCOME TO
change



School Improvement Plan 2016-17

Oak Grove Middle

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Dawn Coffin	SAC Chair: Sharon Wells-Ward
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School Vision	100% Student Success
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School Mission	To prepare our students for high school, college, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1050	2%	12%	36%	4%	41%	5%

School Grade	2016: C	2015: C	2014: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	39	40	50	46	45	48	56	41	56			
Learning Gains All	47	na	51	na								
Learning Gains L25%	40	na	46	na								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Dawn	Coffin	FT	4-10 years
Asst Principal	Mike	Mustoe	FT	4-10 years
Asst Principal	Antelia	Campbell	FT	1-3 years
Asst Principal	Chris	Wolford	FT	Less than 1 year
Asst Principal				
Instr. Coach (literacy)	Shannon	Johnson	FT	Less than 1 year
Instr. Coach (math)				
Other (specify) click here				
Other (specify)				
Total Instructional Staff:	60		Total Support Staff:	17



School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

School-wide GFS are clearly defined as in the example below.

Oak Grove Middle School

School and Classroom Conduct

We are on time to class, prepared to learn, and attentive to the teacher’s instructions.

We accept responsibility for our actions and commit to the policies of Oak Grove Middle School.

We behave in a way that promotes a healthy, safe environment in which to learn.

We respect our teachers, support staff, and administrators as well as our fellow classmates.

We respect cultural diversity, individuality, and the rights of others.

We support our fellow students and work together to achieve our goals.

We are the Golden Knights.

Guidelines For Success - Classroom Rules - Hall Rules - Cafeteria Rules - School Grounds & Bus Area - Restroom Rules - Assemblies/After School Activities

Respect

Listen & follow directions

- Use kind language and inside tone of voice
- Be considerate of others physical space and property

Walk at all times

- Keep hands and feet to yourself
- Have a pass
- Use inside voices · Wait patiently in line
- Use inside voice

Oak Grove has a school-wide behavior plan and teaches the guidelines for success during the first week of school. All students are given an in class school-wide orientation which explicitly teaches the school-wide guidelines for success. The expectations are posted in hallways, in all classrooms, in all common areas, and they are listed in our student handbook. There is a Positive Behavior Support plan in place. The PBS plan was revised over the summer and teachers were trained during pre-school. Data is monitored by administration and discussed at weekly meetings. The MTSS/RTI team, the SBLT, Child Study Team, and the administrative team, all monitor student discipline and intervention data, weekly and bi-monthly. The school based leadership team reviews data bi-monthly and adjustments are made as needed.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

School-wide expectations are communicated with staff during pre-school. All students are given an in class school-wide orientation which explicitly teaches the school-wide guidelines for success. The expectations are posted in hallways, in all classrooms, in all common areas, and they are listed in our student handbook. There is a Positive Behavior Support plan in place. The PBS plan was revised over the summer and teachers were trained during pre-school. All teachers submit their classroom guidelines for success to administration and those plans are expected to align with school expectations. The objective is to keep all students in class unless extenuating circumstances keep other students from learning. Student discipline data is monitored and addressed We are working together to implement a restorative justice program/practice for the 2016-2017 school year. Mr. Simon is conducting professional development on restorative justice practices. There

were 2 sessions conducted preschool and sessions will continue throughout the year. Mr. Simon is available to give teachers and staff, individual coaching in restorative practices. Mr. Simon, along with the administrative team, the MTSS/RTI team, SBLT and Child Study all monitor student data.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Oak Grove has a school-wide character education program. Different character traits are focused on each month, through classroom lessons, school-wide announcements and postings. We have developed a restorative practices process. Students needing Tier II and III supports are addressed at the RTI meeting. Positive behavior support plans are developed as needed. All sixth grade students go through the second step violence prevention program. Mentors are utilized and a Check and Connect program is in place. Topics, such as bullying, are addressed weekly in our morning show and reflective conversations take place in classrooms. By utilizing the restorative practices, we are reducing the amount of time students are out of class on discipline issues, out of school suspensions, and in school suspensions, thus increasing their academic time on task and their academic achievement. Teachers and staff utilize these practices instead of traditional consequences for students. This helps the student understand the ramifications of their actions and why it is important not to repeat the same behavior. For the 2016-2017 school year, a consultant has been hired to help Oak Grove with the alignment of academic core instruction, rigor, the Marzano framework, appropriate goals and scales, to behavioral supports. Teachers will be involved in instructional rounds so that they can get a broader picture of the level of instruction occurring in the building. As teachers improve their levels of questioning and rigor, student engagement and achievement increase, which reduces incidents of student off task behavior.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The MTSS/RTI team meets and discusses the needs of children. Data is collected and recommendations are made. The social worker and psychologist are involved in this process as well as the guidance counselors, the mental health counselor, and violence prevention specialist. These individuals work with students, in groups and individually, in order to build relationships with the student and parents, which breaks down barriers to our goals. Home visits are made as needed. Oak Grove Middle School holds multiple events throughout the year which target subgroups and invite parents into the school so we can work together as a team. Students are in multiple tiers and needs are addressed individually. The mental health counselor works with mental health needs students in small groups and individually based on her assessment of the child and data analyzed by the team. She meets with teachers and parents to educate them on mental health issues. Students needing academic support are placed in the appropriate classes, recommended for remediation services, encouraged to attend tutoring and ELP. Evening meetings are scheduled to address student needs with parents. The MTSS coordinator is implementing a restorative practice initiative to help high behavioral needs students. Student plans are in place and monitored daily. There is a referral process, which all staff has been trained on and a data collection process for these students. Many small group sessions that address all kinds of student needs are in place. In addition, counselor chat Fridays occur during lunch for any student who just needs to talk about anything. Students needing support beyond the school level are referred to the appropriate agency.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Teachers/departments monitor their data weekly and meet in their PLCs to discuss gaps and interventions. Performance matters data is analyzed after the cycle assessments and adjustments are made to the

instructional program. Students are encouraged to attend the tutoring we offer, as well as our extended learning program and Saturday academy for extra help. Evening quarterly meetings take place for parents so that they are aware of the expectations of students and the supports that are in place to help their children. Multiple data sources are used – performance matters, Decision Ed, Portal, FSA, SRI, Think Through Math, Carnegie, Edgenuity, grades, attendance, dashboard etc. In addition, teachers are encouraged to attend just in time training throughout the year in order to stay abreast of good instructional practice.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Administrators meeting weekly with the department that they oversee. Walk through data is shared and discussed. Administrators check the pacing guide to make sure teachers are on track. In PLCs teachers discuss assignments and discuss the rigor of the assignments, as well as the alignment to the learning goals. Supervisors also walk through classes and give feedback to teachers. For the 2016-2017 school year a consultant has been hired to help Oak Grove with the alignment of assignments, rigor, the Marzano framework and appropriate goals and scales. Teachers will be involved in instructional rounds so that they can get a broader picture of the level of instruction occurring in the building.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: As a result of our Check and Connect program, restorative practices, and training in best teaching practices, we will reduce the number of referrals by 50%, by the end of the 2016-2017 school year, as measured by data warehouse data, in order to increase student achievement and close gaps.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>Relationships are the focus of our efforts. Focus on data that is analyzed by RTI/MTSS, SBLT, Child Study, and administration. Refer students for Tier II and Tier III interventions and then these teams will monitor and update interventions. Continue building relationships through the Check and Connect mentoring program and provide teachers Check and Connect professional development by the school social worker. Barriers are reduced as students receive individual attention and mentors build relationships with students and parents.</p> <p>Build the restorative practice program. Mr. Simon will continue to give training and coaching to staff on restorative practices. We will analyze data of individual students. These students will be referred to Mr. Simon for counseling and weekly meetings. Students in the program will have a plan created specifically for them with relevant goals for the individual. This will reduce barriers by keeping students in class, building relationships with students and parents, and teaching students different conflict resolution and coping strategies.</p> <p>Through monthly Marzano professional development opportunities, conducted by our consultant, and through walkthrough data, teachers will increase the level of rigor, engagement, and other best practices in their classroom. Teachers are/will be trained in check and connect, restorative practices, alternatives to removing students from class and required to connect with families regarding any issues. CHAMPS training will be</p>	Dawn Coffin

encouraged for those who have not had it yet. Referral data is continually monitored and teachers who are struggling will be offered support.	
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Decrease the academic and discipline gap between white and non-white students by 20%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize the data to target AA students who have high disciplinary actions and are not on target academically. Academic and behavior plans will be utilized. Restorative practices will be in place to help children address their behavior and understand reasons behind their actions and what they can do to prevent the behavior from happening again.	Mike Mustoe



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Teachers have been collaborating to ensure that learning goals and scales, as well as targets are aligned to state standards. They continue to work on rigor as they plan together for instruction. Academic work is reviewed and discussed and adjustments made. Samples are shared with the professional developers and supervisors to ensure that rigor is present. The Learning targets and scales have improved greatly from the beginning of the school year. Professional Developers, the ISM team and the administrative team are in alignment with their walk through data that reflects this. Teachers still need work on communicating and referring to the goals, scales and targets.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Expectations for all students need to be high, assignments need to be more rigorous and also aligned to the standards and assessments need to spiral so that students do not forget material. The learning target for the day needs to relate to the content being taught in the classroom for the day and reference should be made to the overall learning goal and target so that students know what they are doing and why. This comes from walk through data, data chats, PLC meetings, a review of assignments and lesson plans, ISM visits, professional developer visits and overall observations. If all assessments and student work is aligned to the standards and is provided at the appropriate rigor, then student achievement should increase.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use their assessment data – formative and summative, as well as performance matters, FSA, and other sources like SRI, Achieve, Think Through Math, Edgenuity. Learning gaps are identified and a plan is implemented to remediate the material. Overall 9 week grades are subjective and cannot be the only indicator used to determine success on the FSA.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Students are offered many opportunities to help them reach proficiency through our various tutoring programs, extended learning program, Saturday academy and individual teacher help. Oak Grove offers several opportunities for incoming elementary students to tour Oak Grove and learn about middle school. We also offer opportunities over the summer for Camp Golden Knight for students to spend half a day at Oak Grove to learn about middle school. Oak Grove invites the high schools in to speak to the students about all of their programs. We promote their “open house” nights and allow students to shadow. Oak Grove has a partnership with Clearwater High and has created several opportunities for students to attend CHS in the summer and also work with CHS peer mentors during the school year.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Teachers and administrators will engage in instructional rounds and debrief as to what was seen, what the level of instruction was, how could instruction improve, and then professional development will continue to take place to address the areas identified. The level of rigor must be raised.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through data, sample student work, bell to bell instruction.	Dawn Coffin
Instructional Strategy 2	
Continued collaboration between district leadership and feedback.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk throughs, data from assessments, feedback from ISM. District supervisors provide valuable guidance regarding rigor, standards alignment and appropriate assignments which will help teachers improve their instruction and delivery so students are more successful on the FSA.	Dawn Coffin
Instructional Strategy 3	
Implement academic improvement plans for targeted students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Grades, attendance, behavior data – various data sources	Dawn Coffin



Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Oak Grove will continue to utilize collaborative efforts to manage the school. Teachers are encouraged to give input into decisions, share ideas and become leaders in the school.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers meet weekly on Wednesdays for an hour. During that time they can plan, discuss students, discuss instructional strategies and analyze data. Departments look at learning gaps and decide how they are going to approach the remediation.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

We have been working on ESOL strategies, the Marzano Framework, department training (Science, Math, Reading, LA and Social Studies) and relationship building. Oak Grove has hired a consultant to focus only on the Marzano framework and rigor for the 2016-2017 school year. We will continue our efforts with relationship building, ESOL strategies, classroom management, restorative practices, higher order questioning and cooperative/collaborative learning. Professional development regarding all of these areas will be offered throughout the school year on Friday mornings and PLC time as well as after school.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID	Summer	Teachers – core academics	Infusion of the AVID system/ strategies across campus
AVID EXCEL	Summer	Teachers – core academics	ESOL strategies, improved communication skills for ESOL students
Marzano Framework	Pre-School and during the school year	Teachers and administrators/department heads	Better understanding and use of researched based instructional strategies and increased rigor and engagement
Check and Connect	Summer and Preschool	Teachers and staff	More mentors for students

Restorative practice	Summer and preschool	Teachers and staff	Reflective discipline resulting in fewer incidents
ESOL Strategies	During the year	teachers	Address needs of ESOL students



Family and Community Engagement

Connections: District Strategic Plan ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Oak Grove will continue to reach out to all families by continuing to have our outreach nights, student led conference nights and differentiated times for parent conferences. Oak Grove is going to have a monthly family dinner night to get parents into the school to hear about what is going on and also to educate them about various curriculum aspects.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Oak Grove has many informational nights to discuss all kinds of topics that parents should be aware of. Examples – interpreting FSA data, portal, report cards, curriculum topics, discipline, Title I

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

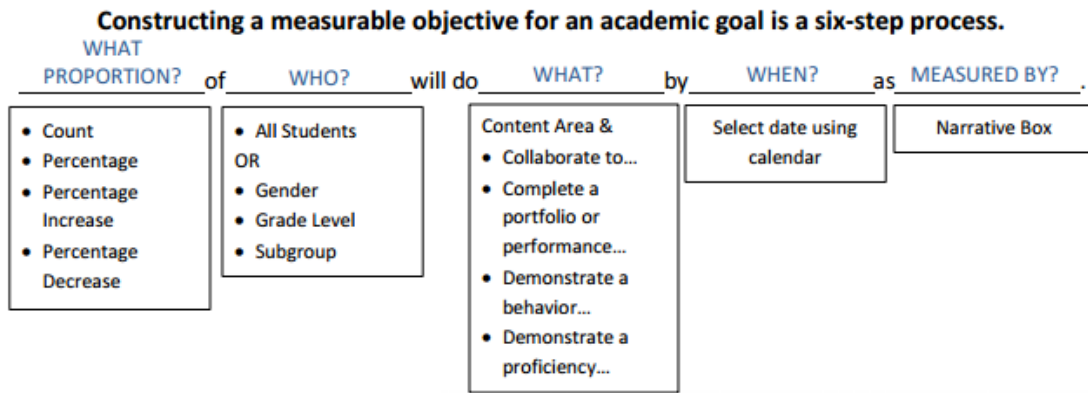
*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Oak Grove will continue to reach out to families to get them involved in the school so that they can be better prepared to help their child to be successful.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reach out nights, family dinner night, communications	Mike Mustoe
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Oak Grove will continue to strengthen its partnerships with the community to increase the number of mentors, volunteers, business partners, and outreach organizations that Oak Grove is involved with.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Recruit and communicate to stakeholders the urgent need for action.	Volunteer coordinator

Section 2 – School Goals / Action Steps

Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Jessica Read
Increase student proficiency on formal state assessment from 39% to 50% or above by May 2017.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Action 1: Plan and organize effective instruction Steps to implement this action: 1. Increase the use of rubrics on weekly assignments. 2. Students will earn credit in multiple classes for cross curricular projects. 3. Teachers will collaborate with core teachers to create lessons aligned with all standards.	Data Sources Include: iReady progress monitoring, School-wide RI tests three times per year, WIDA, Scholastic Read 180 Next Generation, Performance Assessments, NoRedInk.com lesson tracking, Triumph Learning Digital Coach reporting, FSA

<p>4. Teachers will create modified lessons for ESE and ELL students. To reduce barriers:</p> <ol style="list-style-type: none"> 1. Teachers will collaborate with the on-site reading coach. 2. ESE and ESOL case managers will meet with ELA and Reading teachers to review student accommodations so teachers can plan accordingly. 3. Teachers will take advantage of PDs regarding learning goals and scales. 	
<p>Action 2: Help students practice and deepen their understanding of new knowledge</p> <p>Steps to implement this action:</p> <ol style="list-style-type: none"> 1. In intensive reading classes, teacher will increase the frequency of pre-reading activities and AVID strategies. 2. Teachers will incorporate student created questioning activities in weekly lessons using Costa’s house. 3. Teachers will scaffold the standards in weekly lessons using Scales and/or other professional models. <p>To reduce barriers:</p> <ol style="list-style-type: none"> 1. Teachers will participate in PD with school’s AVID advisor. 2. All Language Arts and Reading teachers will participate in Socratic Seminar training. 3. Teachers will attend PD in critical thinking and questioning. <p>In addition, the strategies included in the school improvement resource packet from the middle school office will be utilized as well as recommendations from the Marzano consultant.</p>	<p>Data Sources Include: iReady progress monitoring, School-wide SRI tests three times per year, WIDA, Scholastic Read 180 Next Generation, Performance Assessments, NoRedInk.com lesson tracking, Triumph Learning Digital Coach reporting, FSA</p>

Mathematics Goal	Goal Manager: Karol Talner	
100% of all Oak Grove Math students will demonstrate a learning gain as measured by the FSA Learning Gains Calculations. Proficient students in math will increase from 50% to 60%.		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
Examine errors in reasoning to develop higher order thinking skills.	Implementing strategies to ensure 100% student engagement with rigorous instruction.	
Questioning Techniques. Expectations will be for all students to assess and explain their thought process when solving problems.	Requiring students to use the interactive AVID notebook including, but not limited to student reflections and Cornell notes.	
Implementing Marzano strategies, working with the Marzano consultant, math coach and attending available trainings.	Through common assessments, student’s performance levels will increase.	

Science Goal	Goal Manager: Julie Finley	
Sixty percent of students tested, using Performance Matters, will show academic improvement toward proficiency on the Science standards. Oak Grove will increase Science level 3 from 46% to 56% proficiency.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Teachers will meet weekly to create common lesson plans as well as common assessments. Teachers will discuss the data collected monthly and use the data to remediate and differentiate instructional practices.	Meeting notes to confirm topics discussed. Walk throughs, 10/70/20 approach being used and increased student scores form pre and post-test.	
In addition timelines and resources available from the middle school resource packet and Science website office will be utilized. Recommendations from the Instructional walkthrus will also be implemented.	Common assessment data, district wide assessment data, SSA Data, walk thru data.	
Students will use an interactive notebook (INB) incorporating the use of individual progress monitoring with the Marzano Scales.	All students will use the INB and teachers will monitor them.	

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
Goal Name: Social Studies	Goal Manager: Helen Caros	
The goal: Increase EOC scores of our 7 th grade students from 57% to 70% (mastery) or above.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
Teacher Professional Development as available, on line resources, FLDOE sites, floridastudents.org, floridacitizen.org, collaborative planning, increase use of available technology, ESOL teacher/Civics teacher collaboration to utilize proven ESOL strategies in the Civics curriculum. El Civics Website.	Performance Matters Scores	
Review using Florida Virtual School resources, Florida Joint Center for Leadership curriculum guide and on-line resources. Practice answering questions (varying complexity levels) related to the Civics benchmarks. Increase use of Escambia web site as a comprehensive resource. After school Civics tutoring and pre-Performance matters/EOC Civics Boot camps on Saturdays. Identify students who are on the border of level 2 and 3 in reading and offer additional practice in test taking/reading strategies.	EOC Assessment Scores	

<p>African American students who are not at reading level will be encouraged to attend tutoring sessions and Saturday Civics boot camp. Teachers will also be available during the day when needed to assist these students with review (lunch/planning).</p> <p>Civics team will research strategies to assist above mentioned students in achieving academic success in Civics.</p> <p>Oak Grove Civics on-line website to assist students with review and direct them to other useful websites. Teacher contact email and other parent information will always be available to parents and guardians.</p> <p>In addition, the strategies included in the school improvement resource packet from the middle school office will be utilized as well as recommendations from the Marzano consultant.</p>	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Lisa Heibert
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, school was eligible for national recognition in <u>0 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>1 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Oak Grove will offer certificate programs in Microsoft Word and have a minimum of 20 students complete the certification.	Goal Manager: Jeff Read
Actions / Activities in Support of Goal	Evidence to Measure Success

Certificate program will be scheduled and students will be identified to complete the program.	Number of students finishing the certificate program and earning certification.

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Jessica Read/Karol Talner
Increase Black/African American student proficiency on FSA from 26.9% to 50% or above by May 2017 In ELA and from 33.7% to 50% in Math.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
African American students will be targeted for advanced classes.	Increase in number of students in advanced courses.
African American students will be targeted for One Up Tutoring that specifically serves AA students. Investigate options to offer in school tutoring for struggling students per data. Support groups will be established to address specific needs of AA students.	Number of students utilizing One Up Tutoring and grades of all AA students. Students engaging in group and progress made academically and behaviorally.

Subgroup Goal (ELL)	Goal Manager: Belvis
Increase student proficiency in ELA from 15.7% to 30 % and 31.7% to 50% in Math.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ESOL teachers will collaborate with core teachers to create lessons aligned with WIDA standards.	Use and implementation of WIDA ELD Standards in lesson plans; Use of CAN-Do Descriptors to differentiate lessons according to ELLs’ English language proficiency levels.
ESOL teachers will collaborate with core teachers to make instructional decisions including accommodations, development of ELD goals, and creation of individualized learning plans.	ESOL teacher utilizes ELLEVATION to collaborate with teachers; review individualized learning plans to identify students needing intervention and additional support.

Subgroup Goal (ESE)	Goal Manager: Thornton/ElHajoui
Increase in ELA from 8.9% to 25% and 19% to 25% in Math.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Action 1: ESE teachers will work collaboratively with general education teachers to identify the needs and accommodations of students with disabilities in different content areas. ESE teachers will plan with content area teachers to adapt lessons	Data Progress Monitoring Sources: FSA, iReady, School-wide SRI tests three times per year, Scholastic Read 180 Next Generation, Performance Matters

<p>and implement instructional strategies to differentiate instruction with the focus on demonstrating and increasing academic performance. ESE teachers will also focus on using Marzano’s Framework to improve instructional planning and practices.</p> <p>Action 2: ESE teachers will provide learning support to ESE students in different content areas with emphasis on the three principles of Universal Design for Learning, which is curriculum, instruction and assessment. ESE teachers assist ESE students with understanding and utilizing their accommodations in instructional and assessment activities to demonstrate academic mastery.</p> <p>Action 3: ESE teachers will attend Professional Development trainings as available and attend weekly PLC’s to discuss instructional strategies and analyze student data to monitor academic progress.</p>	<p>Assessments, Common Assessments, and Attendance Records</p>

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	
Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	School	
	Select	Select	Select	Select	Select	#	%
Students scoring at FSA Level 1 (ELA or Math)	30/27	38/30	29/30				
Students with attendance below 90 %	28	36	36			100	25
Students with excessive referrals**	23	35	16			74	7%
Students with excessive course failures**	9	21	26			56	5%
Students exhibiting two or more indicators	65	98	66			229	22%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the

entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Oak Grove will have a 95% attendance rate at each grade level, currently 93.2 all students.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Attendance will be monitored and intervention will occur with identified students.		Percentage rate of attendance at each grade level.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Oak Grove will decrease the number of referrals written by 50%.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Teachers will build relationships with students and handle their own discipline infractions.		Number of referrals written.
Restorative practices will be implemented to get to root causes of behavior.		Number of repeat referrals for same offense.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Referrals for black students will decrease by 50%.		
Actions / Activities in Support of Goal		Evidence to Measure Success
Oak Grove will implement a restorative practices approach.		Number of referrals for black students.
African American advisory group will give suggestions on how to overcome this gap.		Successful interventions implanted as recommended by group.

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Oak Grove offers tutoring every day and an ELP plan is in place to help any student who needs it. Students will be identified and given the opportunity to re-do the 9 week grading period on Edgenuity in order to stay on target to be promoted to the next grade level. Student attendance is monitored as well as behavior and action is taken depending on situation.
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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: All students will pass the 9 week grading period.

Actions / Activities in Support of Goal	Evidence to Measure Success
Students will be identified and placed on Edgenuity.	Number of students passing.
Monthly meetings will occur with identified students and their parents.	Number attending and taking action.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	67	% with advanced degrees	25
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*		% with 1-5 years of experience	22
% certified in-field**	100	% with 6-14 years of experience	41
% ESOL endorsed	21	% with 15 or more years of experience	36

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Oak Grove has been absorbing involuntary transfers over the years therefore little “new” hiring has occurred. Oak Grove tries to retain a highly qualified instructional staff by supporting and providing resources, to include professional development to our instructional staff however people transfer for many reasons and one of the main reasons is to be closer to home.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Dawn	Coffin	White	Principal
Sharon	Wells-Ward	White	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No (Describe the measures being taken to meet compliance below.)
At the time of publication, this school is still recruiting SAC members. This information will be updated when it becomes available.	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Dawn Coffin
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State Days / Intervals that Team meets below.
Team meets on Thursdays at 8:15 twice a month

Budget / 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.

School improvement funds are used to support the goals of the school improvement plan. This includes: training, stipends and instructional materials.

No money allocated at this time.