

Oak Hill Elementary School 2008-09

School	Profile	Priority Subject/s Data	Priority Subgroups	Instructional Improvement Officer															
Oak Hill	<p><u>Student Demographics</u> 98% Free & Reduced 185 LEP Students</p> <p><u>Teacher/Adm Demographics</u> Principal in 3rd year at the school New Asst. Principal/CF New Reading Specialist and math specialist 1 new ESL teacher ; All new teachers (to grade level)in Grade 4</p> <p>NCLB Status: PCS for R & M</p> <p>New Improvement Initiatives for 2008-09</p> <ul style="list-style-type: none"> • PBS(year2) • Mission Possible Training for Year 3(CITW) <p>Other Key Concerns</p> <ul style="list-style-type: none"> • LEP Parent training did not materialize • Loss of Gonzalez training strategies due to teacher turnover • High student mobility 	<p>Reading & math 3-5 EVAAS 3yr Average Grade 3 NDD Grade 4 below Grade 5 NDD 2008: Grades 4 & 5 are below</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subgroup</th> <th style="text-align: left;">Reading</th> <th style="text-align: left;">Math</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>14.7(target 36.8 SH)</td> <td>32.7(target 58.1 SH)</td> </tr> <tr> <td>Hispanic</td> <td>13.8(target 38.8 SH)</td> <td>29.3(target 71.2 SH)</td> </tr> <tr> <td>FRL</td> <td>13.8(target 36.3 SH)</td> <td>33.3(Target 58.8 SH)</td> </tr> <tr> <td>LEP</td> <td>8.9 (target 34.4 SH)</td> <td>30.4 (target 58.8 SH)</td> </tr> </tbody> </table>	Subgroup	Reading	Math	All	14.7(target 36.8 SH)	32.7(target 58.1 SH)	Hispanic	13.8(target 38.8 SH)	29.3(target 71.2 SH)	FRL	13.8(target 36.3 SH)	33.3(Target 58.8 SH)	LEP	8.9 (target 34.4 SH)	30.4 (target 58.8 SH)	<p>HIS (M&R)</p> <p>LEP(M&R)</p> <p>FRL(M&R)</p> <p>ALL(M&R)</p>	<p style="text-align: center;">Bill Hurt</p>
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<p>Which SIP strategies are addressing this gap? Math: The use of Math manipulatives and the implementing with fidelity the math initiative using the 90 minute instructional block. Reading: Implement Literacy Framework with emphasis on vocabulary and oral development.</p>																			

MATH		READING	
Support Strategies	Who and When	Support Strategies	Who and When
District provides coach to the new AP/CF to facilitate implementation of effective MGMs	Begins/frequency Math C&I specialist/at least bi-weekly	To examine the success in embedding instructional practices that enhance vocabulary development and comprehension with a specific focus on the Gonzalez methodology	Principal, CF, Myra Hayes, and Bill Hurt
Formative Assessment: Specialist will meet with teachers in grades 3-5 each quarter	Kristin Maxey-Moore will lead these each quarter.	ESL Specialists observed grade 4-5 and will return to assist teachers with lesson planning	ESL Team, Myra Hayes will continue as needed
Math Specialist to observe classrooms 3-5 to determine implementation of math initiatives strategies	Observe during November for diagnostic review Follow up as planned /or needed	Reading specialist to meet with grade level planning 3-5 to assist teachers with reading strategies and advise on independent practice issues	C&I Reading Specialists, an initial need to diagnose
Observe grades 3-5 math planning and instruction to determine if the identified SIP strategies are being deployed and if they are sufficient for change to occur. Guiding questions: Is the Math Instructional Model evident? Are the objectives appropriate? Does the differentiated instruction meet the students' needs? Are mini assessments analyzed for instructional groupings?	IIO(weekly), principal(daily), and AP/CF(daily)	Purchase additional low level texts	Meet with Principal and Kelly Hales to adjust Title I budget for the school
		Establish a meeting with the administrative team to examine the Gonzalez strategies with the core and new ESL teachers	Principal Myra Hayes, Bill Hurt November 10
		Add one ESL teacher position to the staff	Myra Hayes and Principal Stephanie will start Dec. 1 and will provide services 3 times per week.
		Add six bilingual tutors	Another teacher from pre k will complete the added positions
		ESL specialist to observe ESL teachers working in the core with a focus on vocabulary and visual	Myra Hayes, ESL Team November 14

		<p>aids</p> <p>ESL Teachers meet weekly in collaboration with core teachers on best practices for ESL Students</p> <p>Use Teachscape to focus on vocabulary instructional delivery including effective EQs and use of appropriate visuals.</p> <p>Follow-up monitoring visits</p>	<p>ESL Teachers/Core Teachers Meet every Monday after school for the duration of the year</p> <p>Bill Hurt Weekly</p> <p>C & I Literacy Specialist/Bi-monthly</p>
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