

Oakleaf Village Elementary School



2014-15 School Improvement Plan

Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.oneclay.net>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
31%

Alternative/ESE Center
No

Charter School
No

Minority
51%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	31

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant, and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Oakleaf Village Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Oakleaf Village Elementary ensures teachers are prepared for their multicultural student population through several different avenues. First, teachers are required to be ESOL certified if they have ELL students in their classes. Through these courses, teachers learn about different resources to learn about the different cultures. In addition, teachers work closely with the families to learn about the cultures and build relationships. Teachers also learn about students' cultures through the students' journals and essay writing in their various subject areas. Some of the grade levels have multicultural days in which parents are invited to share their backgrounds.

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

Oakleaf Village Elementary creates a positive environment with the students. Students are greeted in the morning by student leaders a/k/a patrols, teachers, and administration. During the day, students are working collaboratively with other students in reading and writing as well as in the content areas. Collaboration helps students build relationships as well as respect for one another. After school, a carefully designed dismissal plan ensures a safe and respectful dismissal for the students.

Describe the schoolwide 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

Positive Behavior Intervention and Support (PBIS) is utilized throughout the school to minimize distractions and encourage learning. We use STAR (Success Takes Action and Responsibility) as our school-wide acronym and reminder for success. STAR posters are seen throughout our campus. To support this belief, teachers set forth clear expectations and keep students engaged with collaborative learning. Common expectations are also clearly established for the common areas such as the recess field, sidewalks, hallways, and the cafeteria. Friendly signs in the hallway and the cafeteria provide visual reminders for the students.

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

Social-emotional needs of students are being addressed in a variety of ways to ensure needs are met on general as well as individual bases. Our new school-wide curriculum, Being a Writer and Making Meaning, has a major focus on the social-emotional needs of students. Through collaborative learning students learn how to respectfully discuss and process information as well as complete projects and assignments. Through this social engagement, they also help each other to learn. Another curriculum, Second Step, has been implemented in grades K-2 and 5. This curriculum is focused on social, emotional, and behavioral skills. In addition, the school has two counselors for the students. One is designated for grades 3-5 and one is for grades K-2. We also have as a special counselor for children with parents in the military via a district grant. Counseling services are provided upon teachers' and parents' request. Lastly, all teachers received professional development in Suicide Prevention from the Clay County School District.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school works at building positive relationships with families by communicating through various avenues. When families enter the doors of our lobby at Oakleaf Elementary School, they are welcomed by our school's mission and vision statements. The school has a website that is updated weekly to ensure parents are kept up-to-date with regard to school events. At the beginning of the year, teachers have an open house/orientation in which they go over the school's mission and vision statements in addition to their class goals and expectations. Teachers communicate daily with the parents regarding their child's progress through the use of school issued planners. Teachers also provide websites that are updated weekly to ensure parents are up-to-date on the latest developments in their child's class. Parents have 24/7 access to FOCUS which means they can access their child's grades at any time to check their progress. Teachers are available for conferences. In addition, parents volunteer weekly in many of the classrooms to help the teachers and students in a variety of capacities. At the beginning of the year, a volunteer orientation is held at the school to build relationships and establish routines. At the end of the year, these volunteers are recognized with a luncheon to show our appreciation.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Oakleaf Village Elementary seeks out local businesses to help with events and provide donations that provide resources to support the school and student achievement. We have several business partners who actively support our endeavors.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wyant, Colette	Principal
McNider, James	Assistant Principal
Rugen, Amy	Assistant Principal
Gonzalez, Julie	Teacher, K-12
Kendall, Courtney	Teacher, K-12
Russo, Jane	Teacher, K-12
Simmons, Christy	Teacher, K-12
Summers, Paula	Other
Mitchell, Paige	Teacher, ESE
Lundy, Kim	Guidance Counselor
Barton, Vava	Guidance Counselor
Cheeseman, Julie	Teacher, K-12
Jenkins, Valarie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes FAIR and Performance Matters benchmark assessments as well as formal assessments such as FSA/FCAT 2.0. In addition, the team members offer suggestions brought from from their teams regarding concerns, teaching schedules, and instructional practices. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-5 grade students take a benchmark assessment 3 times per year, and teachers maintain progress monitoring/class data between benchmark assessments. The SBLT team meets monthly to review student data. PLCs meet weekly with the administrators to analyze the quality of the Tier 1 instruction to ensure it is following the "Framework for Intentional and Targeted Teaching". In addition, data is reviewed to determine whether students will need to be moved into Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/ course expectations. These weekly meetings focus on student achievement, effective instruction, and the provision of appropriate interventions. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Colette Wyant	Principal
Valarie Jenkins	Teacher
Julia Cheeseman	Teacher
Ann Marie Smith	Parent
Patricia Hudson	Parent
April Henderlite	Parent
Tracey Hulett	Education Support Employee
Tolando Clevand	Parent
William Bewley	Parent
Daniel Butts	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's plan was effective for reading and math as evidenced by the data. The results of last year's testing data showed the students scoring in the high achievement/high quartile area of the Academic Outcome Percentile Rankings Report. The data for writing indicates continued room for improvement. While we showed growth from the 7th to 38th percentile, our performance percentile declined from 37th to the 29th percentile. This resulted with us being in the lower achievement/lower growth quartile on the same report.

Development of this school improvement plan

Our SAC is composed of community members, parents, teachers, staff, and administrators. Using our school data, the SAC team identifies the problem areas in which we need to implement new strategies in order to improve our students' success.

Preparation of the school's annual budget and plan

SAC is asked for input with regards to perceived priorities. They review the final school budget.

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

The budgeted funds for last year were \$4,695.00. The funds were used to purchase student planners. In addition, funds were used for instructional technology such as projector bulbs so that the interactive white boards could be effectively utilized.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Wyant, Colette	Principal
McNider, James	Assistant Principal
Rugen, Amy	Assistant Principal
Russo, Jane	Teacher, K-12
Simmons, Christy	Teacher, K-12
Summers, Paula	Teacher, K-12
McMillan, Karen	Instructional Coach
Kendall, Courtney	Teacher, K-12
Gonzalez, Julie	Teacher, K-12
Cheeseman, Julie	Teacher, K-12
Jenkins, Valarie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Oakleaf Village Elementary is a Model School for the 2014-2015 school year; therefore, we are receiving intensive on-site training for our new curriculum. Each grade level has a model ELA classroom that is coached four days a week by the literacy coach. Ideas generated in these classes are shared school-wide. Other ELA classrooms are encouraged to share their ideas as well. All lesson plans in the curriculum include the "Framework for Intentional and Targeted Teaching." Our school is also open to the district for teacher observation/collaboration to further share teaching and learning strategies. Teachers meet weekly in their PLCs/data meetings to discuss data, progress monitoring, professional development, literacy strategies, instructional needs, and student interventions. The team works collaboratively to share best practices for student success. These meetings include monitoring of students in the MTSS process. Students will be referred to the intervention specialist as needed.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The school is committed to providing time for weekly PLCs so that teachers may collaborate.

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

The school's strategies to recruit, develop, and retain highly qualified, certified in-field, effective teachers to the school are varied. The principal and administrative staff participate in district job and recruiting fairs. The school also invites pre-interns and interns to observe and work with the teachers. Some of these individuals become teachers in our school. The administrators also solicit referrals from current employees. New staff members are further developed by individual mentors working with the new teachers. Teachers also participate in individualized professional development based on what they need and what their students may need. In addition, all teachers participate in weekly collaborative PLCs which increase the depth of knowledge. A sense of professional respect exists within the PLCs. In addition to the professional atmosphere, the school has a strong sense of community which helps to retain the highly qualified teachers. The school has a Social Club that recognizes special events in the teachers' lives.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program is multifaceted. New teachers participate in an orientation with administration. In addition, new teachers are partnered with veteran staff members and/or the Team Leaders. New teachers also receive additional training based on their needs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers utilize the district's curriculum maps while planning lessons to ensure that core instructional programs are aligned with the Florida Standards. Standards are reflected in the teachers' lesson plans.

Instructional Strategies

Describe how the 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

The school uses various data to differentiate instruction to meet the diverse needs of students. This data includes but is not limited to Performance Matters, FAIR, Reading A to Z, and Go-Math. Examples of differentiation include but are not limited to small groups, individual conferences, Individualized Daily Reading (IDR), and differentiated instruction. Tutoring is also offered at certain points in the year to those students not meeting grade level expectations.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,920

Targeted reading and math instruction based on students' needs.

Strategy Rationale

The rationale is to improve the students' reading and math skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wyant, Colette, cwyant@oneclay.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance Matters, Reading A-Z, Go Math, Benchmark Assessments, FSA

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Oakleaf Village Elementary partners with The Goddard School (a local preschool) to assist the transition by hosting the preschool graduation and tour for the families of incoming Kindergarteners. In addition, OVE participates in a staggered enrollment plan for entering Kindergarteners. This allows the Kindergarten teacher to spend one day with half of the class and a second day with the other half of the class. The entire class reports on the third day. All students are assessed within the area of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of schools. ECHOS serves as a screener for social/emotional development and overall school readiness. Kindergarten students are assessed utilizing both Florida Assessment in Reading (FAIR) and Performance Matters (PM) to determine their initial success probability in reading. Upon collection of data, teachers will plan daily academic and social/emotional instruction for students based on their needs. Instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. Social/

emotional skills instruction will be reinforced through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

Our school also partners with Oakleaf Junior High to assist in the transition of the fifth graders to middle school. The fifth graders are taken on a field trip to the school in the spring. During their visit, the students are given a tour of the facilities and expectations are reviewed. In addition, a parent night is held by the middle school. Also, a "Buzz Camp" is held over the summer in which students may go for an extended period to gain more information regarding the middle school experience.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students' ability to utilize effective writing strategies across all content areas.
- G2.** Implementation of Florida Standards for mathematics.
- G3.** Increase students' ability to utilize effective in-depth reading strategies and be able to provide text based responses through the use of collaborative based discussions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase students' ability to utilize effective writing strategies across all content areas. 1a

G045949

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	44.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Being a Writer curriculum, journals, content area materials, Florida Standards

Targeted Barriers to Achieving the Goal 3

- Teachers' skills and knowledge of curriculum

Plan to Monitor Progress Toward G1. 8

Formative assessments as well as local and district student performance data will be discussed at weekly PLCs with each grade level.

Person Responsible

Amy Rugen

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Formative assessments will be developed and implemented by PLCs, student work will be reviewed in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the students in the lowest quartile in writing.

G2. Implementation of Florida Standards for mathematics. 1a

G045950

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Math journals, Florida Standards, Go Math Curriculum

Targeted Barriers to Achieving the Goal 3

- Teacher familiarity with all of the requirements of the Florida Standards.

Plan to Monitor Progress Toward G2. 8

Math Journals and Lesson plans

Person Responsible

James McNider

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Lesson Plans, walk-throughs documented on Edviation, and evaluations, Go Math Assessments, Math Journals, Performance Matters, FSA

G3. Increase students' ability to utilize effective in-depth reading strategies and be able to provide text based responses through the use of collaborative based discussions. 1a

G045951

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Florida Standards, journals, Making Meaning Curriculum

Targeted Barriers to Achieving the Goal 3

- Teachers' understanding and effective use of the new Making Meaning Curriculum

Plan to Monitor Progress Toward G3. 8

Walk-throughs and observations.

Person Responsible

Colette Wyant

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Performance Matters, FAIR, Reading A to Z, evaluations, student conference notes, walk-throughs documented on Edivation.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase students' ability to utilize effective writing strategies across all content areas. **1**

 G045949

G1.B1 Teachers' skills and knowledge of curriculum **2**

 B113617

G1.B1.S1 New Being a Writer Curriculum will help increase teachers' knowledge base. **4**

 S125041

Strategy Rationale

When teachers spend structured time weekly reviewing and planning their lessons with the Being a Writer Curriculum, they will become more effective and efficient writing teachers as their knowledge base continues to grow.

Action Step 1 **5**

PLCs focused around the framework for intentional teaching will be held weekly. Writing teachers at each grade level will implement the new writing curriculum, Being a Writer. Teachers received training on the new curriculum prior to the start of the 2014-15 school year. All writing teachers received the revised Being a Writer curriculum which is aligned with the Florida Standards. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" and will plan lessons accordingly.

Person Responsible

Amy Rugen

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Walk-throughs, observations, data, and PLC logs/minutes

Action Step 2 5

Content teachers will include a writing component in their instruction so that students explain their thinking regarding a selected topic or question. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" and will plan lessons accordingly.

Person Responsible

Amy Rugen

Schedule

On 5/27/2015

Evidence of Completion

Go Math, National Geographic Science Logs, Social Studies Response books, content area logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team. Walk through and observations will be done by administration throughout the school year.

Person Responsible

Amy Rugen

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Sign-in sheet will be collected. PLC logs will document focused collaboration around the components of the framework. Admin will provide feedback to PLC groups and provide assistance. Walk-throughs will be documented on Edivation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Writing Journals, Writing Assessments, and OneClay Writes will be conducted throughout the year to monitor and evaluate students' progress.

Person Responsible

Amy Rugen


Schedule

Weekly, from 10/1/2014 to 5/27/2015


Evidence of Completion

Lesson Plans, OneClay Writes assessment, Writing Journals


G2. Implementation of Florida Standards for mathematics. 1

 G045950

G2.B1 Teacher familiarity with all of the requirements of the Florida Standards. 2

 B113618

G2.B1.S1 To provide common planning time for the grade levels to more effectively implement the Florida Standards. 4

 S125042

Strategy Rationale

More organizational learning and knowledge will transpire through collaboration.

Action Step 1 5

During the PLCs, teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

Person Responsible

James McNider

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Walk-throughs, observations, and PLC minutes/logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers will complete one log per PLC team. Walk through and observations will be done by administration throughout the school year.

Person Responsible

James McNider

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to PLC groups and provide assistance. Walk-throughs will be documented on Edviation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Math Journals, Lesson plans, PLC logs

Person Responsible

James McNider

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Lesson Plans, Walk-throughs documented on Edviation, Go Math, Performance Matters, FSA

G3. Increase students' ability to utilize effective in-depth reading strategies and be able to provide text based responses through the use of collaborative based discussions. 1

G045951

G3.B1 Teachers' understanding and effective use of the new Making Meaning Curriculum 2

B113619

G3.B1.S1 PLCs focused around the "Framework for Intentional and Targeted Teaching" will be held weekly. 4

S125043

Strategy Rationale

These PLCs are supplementing the training teachers received over the summer. It is also allowing time for teachers to collaborate, share experiences, and plan lessons using the curriculum.

Action Step 1 5

PLCs focused around the "Framework for Intentional and Targeted Teaching" will be held weekly. Reading teachers at each grade level will implement the new curriculum at the start of the 2014-2015 school year. All reading teachers received the Making Meaning Curriculum which is aligned with the Florida Standards. All teachers will plan lessons accordingly.

Person Responsible

Colette Wyant

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Walk-throughs, Journals, FAIR, Performance Matters, sign-in sheets, PLC forms

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PLCs will meet weekly to review grade level data results and collaborate. Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers will complete one log per PLC team. Walk-throughs and observations will be done by administration throughout the school year.

Person Responsible

Colette Wyant

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to the PLC groups and provide assistance. Walk-throughs will be documented on Edivation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Weekly walk-throughs and observations documented on Edivation.

Person Responsible

Colette Wyant

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Evidence of Completion

Lesson plans, evaluations, Reading A to Z, Performance Matters, FSA, walk-throughs documented on Edivation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PLCs focused around the framework for intentional teaching will be held weekly. Writing teachers at each grade level will implement the new writing curriculum, Being a Writer. Teachers received training on the new curriculum prior to the start of the 2014-15 school year. All writing teachers received the revised Being a Writer curriculum which is aligned with the Florida Standards. All	Rugen, Amy	10/1/2014	Walk-throughs, observations, data, and PLC logs/minutes	5/27/2015 weekly

Clay - 0621 - Oakleaf Village Elementary School - 2014-15 SIP
Oakleaf Village Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" and will plan lessons accordingly.				
G2.B1.S1.A1	During the PLCs, teachers will share ideas of implementation that have worked in their classroom to enhance instruction.	McNider, James	10/1/2014	Walk-throughs, observations, and PLC minutes/logs.	5/27/2015 weekly
G3.B1.S1.A1	PLCs focused around the "Framework for Intentional and Targeted Teaching" will be held weekly. Reading teachers at each grade level will implement the new curriculum at the start of the 2014-2015 school year. All reading teachers received the Making Meaning Curriculum which is aligned with the Florida Standards. All teachers will plan lessons accordingly.	Wyant, Colette	10/1/2014	Walk-throughs, Journals, FAIR, Performance Matters, sign-in sheets, PLC forms	5/27/2015 weekly
G1.B1.S1.A2	Content teachers will include a writing component in their instruction so that students explain their thinking regarding a selected topic or question. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" and will plan lessons accordingly.	Rugen, Amy	10/1/2014	Go Math, National Geographic Science Logs, Social Studies Response books, content area logs	5/27/2015 one-time
G1.MA1	Formative assessments as well as local and district student performance data will be discussed at weekly PLCs with each grade level.	Rugen, Amy	10/1/2014	Formative assessments will be developed and implemented by PLCs, student work will be reviewed in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the students in the lowest quartile in writing.	5/27/2015 weekly
G1.B1.S1.MA1	Writing Journals, Writing Assessments, and OneClay Writes will be conducted throughout the year to monitor and evaluate students' progress.	Rugen, Amy	10/1/2014	Lesson Plans, OneClay Writes assessment, Writing Journals	5/27/2015 weekly
G1.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team. Walk through and observations will be done by administration throughout the school year.	Rugen, Amy	10/1/2014	Sign-in sheet will be collected. PLC logs will document focused collaboration around the components of the framework. Admin will provide feedback to PLC groups and provide assistance. Walk-throughs will be documented on Edviation.	5/27/2015 weekly
G2.MA1	Math Journals and Lesson plans	McNider, James	10/1/2014	Lesson Plans, walk-throughs documented on Edviation, and evaluations, Go Math Assessments, Math Journals, Performance Matters, FSA	5/27/2015 weekly
G2.B1.S1.MA1	Math Journals, Lesson plans, PLC logs	McNider, James	10/1/2014	Lesson Plans, Walk-throughs documented on Edviation, Go Math, Performance Matters, FSA	5/27/2015 weekly
G2.B1.S1.MA1	Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers will complete one log per PLC team. Walk through and observations will be done by administration throughout the school year.	McNider, James	10/1/2014	Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to PLC groups and provide assistance. Walk-throughs will be documented on Edviation.	5/27/2015 weekly
G3.MA1	Walk-throughs and observations.	Wyant, Colette	10/1/2014	Performance Matters, FAIR, Reading A to Z, evaluations, student conference	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				notes, walk-throughs documented on Edivation.	
G3.B1.S1.MA1	Weekly walk-throughs and observations documented on Edivation.	Wyant, Colette	10/1/2014	Lesson plans, evaluations, Reading A to Z, Performance Matters, FSA, walk-throughs documented on Edivation	5/27/2015 weekly
G3.B1.S1.MA1	PLCs will meet weekly to review grade level data results and collaborate. Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers will complete one log per PLC team. Walk-throughs and observations will be done by administration throughout the school year.	Wyant, Colette	10/1/2014	Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to the PLC groups and provide assistance. Walk-throughs will be documented on Edivation.	5/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase students' ability to utilize effective writing strategies across all content areas.

G1.B1 Teachers' skills and knowledge of curriculum

G1.B1.S1 New Being a Writer Curriculum will help increase teachers' knowledge base.

PD Opportunity 1

PLCs focused around the framework for intentional teaching will be held weekly. Writing teachers at each grade level will implement the new writing curriculum, Being a Writer. Teachers received training on the new curriculum prior to the start of the 2014-15 school year. All writing teachers received the revised Being a Writer curriculum which is aligned with the Florida Standards. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" and will plan lessons accordingly.

Facilitator

Administrators

Participants

All teachers

Schedule

Weekly, from 10/1/2014 to 5/27/2015

G2. Implementation of Florida Standards for mathematics.

G2.B1 Teacher familiarity with all of the requirements of the Florida Standards.

G2.B1.S1 To provide common planning time for the grade levels to more effectively implement the Florida Standards.

PD Opportunity 1

During the PLCs, teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

Facilitator

McNider, James

Participants

All math teachers

Schedule

Weekly, from 10/1/2014 to 5/27/2015

G3. Increase students' ability to utilize effective in-depth reading strategies and be able to provide text based responses through the use of collaborative based discussions.

G3.B1 Teachers' understanding and effective use of the new Making Meaning Curriculum

G3.B1.S1 PLCs focused around the "Framework for Intentional and Targeted Teaching" will be held weekly.

PD Opportunity 1

PLCs focused around the "Framework for Intentional and Targeted Teaching" will be held weekly. Reading teachers at each grade level will implement the new curriculum at the start of the 2014-2015 school year. All reading teachers received the Making Meaning Curriculum which is aligned with the Florida Standards. All teachers will plan lessons accordingly.

Facilitator

Colette Wyant

Participants

All ELA teachers

Schedule

Weekly, from 10/1/2014 to 5/27/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0