

Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://ohs.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	56%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The mission of Oakleaf High School is to provide a safe, appropriate, and effective learning environment that will meet the needs of the students and assist the students in accomplishing educational goals that are significant for the world of work for higher learning pursuits.

Provide the school's vision statement

By providing the best education possible, we are giving our students the "armor" to succeed in their lifelong endeavors.

School Environment

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

Oakleaf High School learns about students' cultures and builds relationships through inquiry-based questions for all stakeholders regarding their culture.

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

Oakleaf High School creates an environment where students feel safe and respected before and after school through staff supervision, as well as through establishing high expectations for all stakeholders.

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

Oakleaf High sets high expectations for their students both academically and behaviorally through constant communication with all stakeholders regarding the school's high expectations.

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

Oakleaf High provides ongoing counseling and mentoring for students through our Guidance Department, Teacher/student mentoring program as well as school sponsored activities that meet the social-emotional needs of the student body. Oakleaf High also has Military Counselors to address the social-emotional needs of students in Military families. These counselors are provided by the Department of Defense Education Activity (DODEA) which supports Military kids as they have specific set of concerns such as separation due to deployment, transition from moving etc.

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

Oakleaf High School works at building positive relationships with families to increase involvement through a plethora of communication methods, such as the use of the Focus Parent Portal where parents have continuous access to their student's academic/attendance progress. In addition, the use of the Edulink Systems allows OHS to send school improvement communication via phone calls, emails and apps. Weekly Sunday night messages sent the principal helps foster effective communication. Oakleaf also fosters two way communication by contacting parents of students whose grades fall below a "C" average.

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

The process by which Oakleaf High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement is through constant communication with all stakeholders, as well in including all stakeholders in the approval process of the School Improvement Plan. OHS' clubs and activities also works to build and sustain a partnership with the local community.

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:

Name	Title
Pickett, Treasure	Principal
Auguste, Tania	SAC Member
Randolph, Michael	Assistant Principal
Warmouth, Nate	Assistant Principal
Bill, Fletcher	Assistant Principal
Stilianou, Amanda	Assistant Principal

Duties

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

The MTSS Leadership Team is the coordinating body that develops and implements the action plan to best meet the needs of all learners. The MTSS Team will identify resources, collect and analyze data, arrange professional development for all discerned staff, and ensure implementation of the Problem-solving/Response to Intervention model so that all students' needs are identified and addressed. The entire MTSS Leadership Team will meet monthly, while sub-groups of the MTSS Leadership Team will meet bi-weekly, for the analysis of collected data and to make instructional decisions, progress monitor data to identify all possible Tiers of students. The team will share researched strategies to enhance professional development and instructional modes of delivery to enhance the implementation and success of MTSS intervention.

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

The data-based problem solving processes for the implementation and monitoring of MTSS and SIP to address effectiveness of core instruction include ensuring the 80% of students are successful at Tier 1, 15% of students are in Tier 2 and 5% or less of students are in Tier 3. If at least 80% are not successful, then additional intervention must be considered. With school-wide initiatives that include: writing across all content areas with a focus on evidence-based strategies that innovate students, engaging students with strategies that allow students to read, talk and write, focusing on contextual reading analysis with text dependent responses and empowering faculty /department meetings by strengthening Professional Learning Communities to allow for teacher leadership and job-embedded professional development towards a common goal. Progress measuring will be done by individual teachers quarterly to ensure success rate. The Intervention Facilitator will be available to support teachers ensure that core instruction benchmarks are being met.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Charlene Wissel	Parent
Lynn Sattesahn	Parent
Allison Lewis	Parent
April Roberson	Parent
Leslie Lewis	Parent
Annie Montgomery	Teacher
Melissa Kaplan	Teacher
Gary Jacobs	Teacher
Nicole Knight	Teacher
Kelly Morris	Teacher
Janet Lanier	Education Support Employee
Treasure Pickett	Principal
Michael Randolph	Principal
Nate Warmouth	Principal
Bill Fletcher	Principal
Amanda Stilianou	Principal

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

The SAC's involvement in the evaluation of last year's school improvement plan was to assess the data at the beginning of the year, mid-year and at the end of the year to ensure that Oakleaf High continually monitored progress of the plan and met the goals set forth in the school improvement plan.

Development of this school improvement plan

Principal – Treasure Pickett: Facilitates a common vision based upon data to be used in decision-making. Ensures implementation through assessments of school staff, provides communication between Leadership Team, staff, parents, and community stakeholders.

Select Administrators: Provides support for the principal's vision. Facilitates assessments of school staff to ensure implementation of plans and activities. Provides communication to Leadership Team, staff, parents, and community stakeholders.

Intervention Team Facilitator - Gary Jacobs: Provides support and guidance for implementation of RtI in the school. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, professional development and support for implementing Tier 1, Tier 2, and Tier 3 intervention plans.

Department Head Teachers: A representative from each content area will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

Select Guidance Counselors: Participates in collection, interpretation, and analysis of data. Facilitates development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

Academy Coach: Diane Shier- The academy coach is directly responsible to the Director of Career and Technical Education. The academy coach will coordinate all small learning communities (SLC)/ academy initiatives. The academy coach responsibilities will include, working with the district office and administration, faculty, and stakeholders to plan, implement, and sustain activities and initiatives with the SLC/Academy initiatives.

Preparation of the school's annual budget and plan

The preparation of Oakleaf High School's annual budget and plan is completed by the principal of OHS, and approved by the School Advisory Committee (SAC).

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

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:

Name	Title
Pickett, Treasure	Principal
Randolph, Michael	Assistant Principal
Warmouth, Nate	Assistant Principal
Bill, Fletcher	Assistant Principal
Stilianou, Amanda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The literacy Leadership Team will be focusing on reading strategies across all subject areas. We have incorporated the essential reading skills into all lessons so all students practice the skills they need. In addition, we will develop a summer reading assignment to extend learning throughout the school.

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

Oakleaf High fosters positive working relationships between teachers through Professional Learning Communities that encourage collaboration amongst colleagues. The PLCs help teachers share instructional strategies as well as best practices.

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

The strategies implemented at Oakleaf High School to recruit and retain highly qualified, certified-in-field, effective teachers are:

1) Interview and then hire "Highly Qualified" candidates that demonstrate the ability to raise student achievement

2) Facilitate Professional Learning Communities

Designed to address the needs/concerns of the faculty as a whole and to share best practices in the classroom

3) Promote Professional Development amongst faculty

Provide an array workshops for teachers, in order to foster continual growth and development in their area of expertise.

4) Recognize teachers who meet or surpass data targets

5) Foster two-way communication

Ongoing teacher support through conferencing with administration.

6) Tip Plus Program

Designated veteran teachers serve as mentors to teachers new to the profession and district. Monthly support meetings are conducted to address the needs/concerns and to share best practices.

7) B.E.S.T Program- Beginning Educator Support Team

Person Responsible- OHS Administration

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

The teacher mentoring program at Oakleaf High, utilizes the TIP Plus and B.E.S.T Support Programs. These programs consists of designated veteran teachers or district assigned mentors to address the needs/concerns and share best practices.

TIP Plus

New Teacher- Rebecca Crews

Mentor- James DeMarie

Rationale for pairing: Mr. DeMarie is an English teacher at Oakleaf High. He is a highly qualified veteran teacher who is CET certified (Clinical Educator Training) and will assist in the development of lesson plans, classroom management and curriculum development. Mr. DeMarie is well versed in classroom techniques and how to use different strategies to reach all learning styles.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Allison Stroud

Mentor- Gussie Solomon

Rationale for pairing: Mrs. Solomon is a Math teacher at Oakleaf High. She is a highly qualified veteran teacher who is CET certified (Clinical Educator Training) and will assist in the development of lesson plans, classroom management and curriculum development. Mrs. Solomon is well versed in classroom techniques and how to use different strategies to reach all learning styles.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Angelina Wilson

Mentor- Christina Thompson

Rationale for pairing: Ms. Thompson is a Physical Education teacher at Oakleaf High. She is a highly qualified veteran teacher who is CET certified (Clinical Educator Training) and will assist in the

development of lesson plans, classroom management and curriculum development. Ms. Thompson is well versed in classroom techniques and how to use different strategies to reach all learning styles.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Ellis Bowler

Mentor-Gary Jacobs

Dr. Jacobs is a Social Studies teacher at Oakleaf High. He is a highly qualified veteran teacher who is CET certified (Clinical Educator Training) and will assist in the development of lesson plans, classroom management and curriculum development. Dr. Jacobs is well versed in classroom techniques and how to use different strategies to reach all learning styles.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Christi Wolter

Mentor- Kristopher Bracewell

Mr. Bracewell is a Math teacher at Oakleaf High. He is a highly qualified veteran teacher who is CET certified (Clinical Educator Training) and will assist in the development of lesson plans, classroom management and curriculum development. Mr. Bracewell is well versed in classroom techniques and how to use different strategies to reach all learning styles.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

B.E.S.T Program

New Teacher- Rebecca Crews

Mentor- Mary Cary

New Teacher-Angelina Wilson

Mentor-Rebecca Billiot

New Teacher- Linda McClain

Mentor- Mary Carter

Rationale for pairings- Mrs. Carter and Mrs. Billiot are Reading Coaches at Oakleaf High and were appointed to their mentees by the School District of Clay County. In addition, they are highly qualified reading coaches who will be able to guide their mentees during their first year of teaching to ensure that they are using best practices in the classroom as well as meeting the standards.

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

Oakleaf High School ensures its core instructional programs and materials are aligned to Florida Standards through intentionally unpacking each subject's Florida Standards through our PLC collaboration, as well as discussing the best instructional strategy for each standard.

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

Oakleaf High School uses data to meet the diverse needs of students having difficulty attaining proficient or advanced levels on state assessments by placing students in an Intensive Reading and/or Math course in order to meet the needs of students and improve proficiency on state assessment.

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: Extended School Day

Minutes added to school year: 50

Students at risk of failing core academic subjects are provided an opportunity for remediation by taking a credit recovery course in order to receive credit. This course is offered after school as a 7th period class. Students use Compass Learning which facilitates differentiated and personalized instruction, while formative assessments and reporting tools help drive data-driven decision making. Compass Learning supports scaffolding, spiraling, and enrichment, and allows teachers to reach each and every student.

Strategy Rationale

At risk students will be given an opportunity to recover credits in order to become college and career ready.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pickett, Treasure, tpickett@oneclay.net

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

Teachers can monitor student progress in real-time, to immediately identify the skill and concept mastery of each student. Utilizing the vast array of customizable reports, teachers are empowered to make data-driven decisions, and can track student, class, and school achievement. Teachers can easily modify lesson plans based on each student's individual progress. This facilitates immediate intervention for underperforming students, and keeps high-achieving students engaged.

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 High School's Academy structure helps support incoming cohorts of students in transitioning into high schools. OHS divides its incoming cohort amongst six academies, with a teacher-academic leader in each academy.

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

OHS guidance department works closely with students to ensure that they are on track throughout their academic and career planning, as well as graduation. In addition, Oakleaf High has a Career Specialist who provides different opportunities in which students can determine the area of specialty in which they are interested to begin taking the coursework for their field of study.

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

Oakleaf High offers a number of Career and Technical courses. Along with those courses Oakleaf offers six different Academy programs. The Academies of Oakleaf include Cambridge AICE, Digital and Commerce Media, Public Service, Visual and Performing Arts, Aerospace, and Agriculture Biotechnology. All courses associated with these academies are set to actively engage students in the field of study. These courses integrate the core and academic content while learning the skills or practice of the selected career field. Industry Certifications associated with the academies include Adobe Certified Associate for Photoshop, Illustrator, Design, and Premier Pro, Florida Certified Nurse Assistant, FAA Private Pilot, AutoCad, and Child Development Associate.

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

OHS is constantly working to increase the number of student participation in our advanced coursework: Advanced Placement, Dual Enrollment & AICE. This strategy will increase students readiness for the post-secondary level based on the annual analysis of the High School Feedback Report because more students will attempt college level courses while attending Oakleaf High School

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

Oakleaf High School administers The Postsecondary Education Readiness Test (P.E.R.T.) as a strategy for improving students readiness. The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The assessment system includes Placement and Diagnostic tests in mathematics, reading and writing.

Dual enrollment is a strategy that is also used to improve student readiness for the public postsecondary level. It enables students to pursue a rigorous curriculum for high school graduation, as well as earn credit toward a degree or industry certification.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses.
- G2.** Strengthening PLCs to allow for teacher collaboration towards the school's mission.
- G3.** Strengthen the wall to wall "Academies of Clay" Model

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. Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses. 1a

G071297

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

- Researched-based instructional strategies that allow students to read, write, and speak, focusing on contextual reading analysis with text-dependent responses.

Targeted Barriers to Achieving the Goal 3

- Time for Professional Development; teacher compliance

Plan to Monitor Progress Toward G1. 8

OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

A copy of teachers' weekly lesson plans

G2. Strengthening PLCs to allow for teacher collaboration towards the school's mission. 1a

G071298

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Resources Available to Support the Goal 2

- PLCs embracing teacher collaboration, developing leadership skills, and job-embedded professional development focus on the school's mission. Pay for extra 30 minutes

Targeted Barriers to Achieving the Goal 3

- Time for PLCs

Plan to Monitor Progress Toward G2. 8

PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

PLC Logs

G3. Strengthen the wall to wall "Academies of Clay" Model 1a

G071299

Targets Supported 1b

Indicator	Annual Target
Attendance rate	80.0

Resources Available to Support the Goal 2

- Academy Coach, Academy Meetings, District Academy Trainings

Targeted Barriers to Achieving the Goal 3

- Time for Academies to meet

Plan to Monitor Progress Toward G3. 8

Academy logs, checking cohorting percentages

Person Responsible

Treasure Pickett

Schedule

Biweekly, from 8/12/2015 to 5/16/2016

Evidence of Completion

Logs, cohorting percentages

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. Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses. **1**

 G071297

G1.B1 Time for Professional Development; teacher compliance **2**

 B185966

G1.B1.S1 It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create text-dependent questions and assessments through PLCs. **4**

 S197373

Strategy Rationale

Action Step 1 **5**

It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create common text dependent questions and assessments.

Person Responsible

Treasure Pickett

Schedule

Monthly, from 8/12/2015 to 5/29/2016

Evidence of Completion

A copy of professional development presentation

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

OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.

Person Responsible

Treasure Pickett

Schedule

On 6/1/2016

Evidence of Completion

A copy of teachers' weekly lesson plans; PLC logs

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

OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.

Person Responsible

Treasure Pickett

Schedule

On 6/1/2016

Evidence of Completion

A copy of teachers' weekly lesson plans.

G2. Strengthening PLCs to allow for teacher collaboration towards the school's mission. 1

G071298

G2.B1 Time for PLCs 2

B185967

G2.B1.S1 PLCs will operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. 4

S197374

Strategy Rationale

Action Step 1 5

PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 8/12/2015 to 5/27/2016

Evidence of Completion

PLC Logs

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

PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

PLC Logs

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

PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

PLC Logs

G3. Strengthen the wall to wall "Academies of Clay" Model 1

 G071299

G3.B1 Time for Academies to meet 2

 B185968

G3.B1.S1 Oakleaf High School will organize Academy Teams (PLCs) for the 2015-2016 school year. 4

 S197375

Strategy Rationale

Action Step 1 5

OHS will have students identify their academy preference, then create a master schedule that cohorts 80% of students.

Person Responsible

Treasure Pickett

Schedule

Biweekly, from 8/10/2015 to 5/16/2016

Evidence of Completion

When 80% of students are cohorted in their academy

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

Evaluating academies, creating registration information, creating master schedules

Person Responsible

Treasure Pickett

Schedule

Weekly, from 1/1/2016 to 5/25/2016

Evidence of Completion

Master Schedule

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

Evaluating academies, creating registration information, creating master schedule

Person Responsible

Treasure Pickett

Schedule

Weekly, from 1/1/2016 to 5/25/2016

Evidence of Completion

Master Schedule

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	It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create common text dependent questions and assessments.	Pickett, Treasure	8/12/2015	A copy of professional development presentation	5/29/2016 monthly
G2.B1.S1.A1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Pickett, Treasure	8/12/2015	PLC Logs	5/27/2016 weekly
G3.B1.S1.A1	OHS will have students identify their academy preference, then create a master schedule that cohorts 80% of students.	Pickett, Treasure	8/10/2015	When 80% of students are cohorted in their academy	5/16/2016 biweekly
G1.MA1	OHS teachers will document at least fifteen text-dependent questions in their	Pickett, Treasure	8/17/2015	A copy of teachers' weekly lesson plans	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.				
G1.B1.S1.MA1	OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.	Pickett, Treasure	8/17/2015	A copy of teachers' weekly lesson plans.	6/1/2016 one-time
G1.B1.S1.MA1	OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.	Pickett, Treasure	8/17/2015	A copy of teachers' weekly lesson plans; PLC logs	6/1/2016 one-time
G2.MA1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Pickett, Treasure	8/17/2015	PLC Logs	6/1/2016 weekly
G2.B1.S1.MA1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Pickett, Treasure	8/17/2015	PLC Logs	6/1/2016 weekly
G2.B1.S1.MA1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Pickett, Treasure	8/17/2015	PLC Logs	6/1/2016 weekly
G3.MA1	Academy logs, checking cohorting percentages	Pickett, Treasure	8/12/2015	Logs, cohorting percentages	5/16/2016 biweekly
G3.B1.S1.MA1	Evaluating academies, creating registration information, creating master schedule	Pickett, Treasure	1/1/2016	Master Schedule	5/25/2016 weekly
G3.B1.S1.MA1	Evaluating academies, creating registration information, creating master schedules	Pickett, Treasure	1/1/2016	Master Schedule	5/25/2016 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. Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses.

G1.B1 Time for Professional Development; teacher compliance

G1.B1.S1 It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create text-dependent questions and assessments through PLCs.

PD Opportunity 1

It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create common text dependent questions and assessments.

Facilitator

OHS Administration, department heads, teacher-driven

Participants

OHS Classroom Instructors

Schedule

Monthly, from 8/12/2015 to 5/29/2016

G2. Strengthening PLCs to allow for teacher collaboration towards the school's mission.

G2.B1 Time for PLCs

G2.B1.S1 PLCs will operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

PD Opportunity 1

PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.

Facilitator

PLC Leader

Participants

OHS Instructors

Schedule

Weekly, from 8/12/2015 to 5/27/2016

G3. Strengthen the wall to wall "Academies of Clay" Model

G3.B1 Time for Academies to meet

G3.B1.S1 Oakleaf High School will organize Academy Teams (PLCs) for the 2015-2016 school year.

PD Opportunity 1

OHS will have students identify their academy preference, then create a master schedule that cohorts 80% of students.

Facilitator

OHS Administration/Academy Coach

Participants

OHS Administration/Academy Coach/Academy Teachers

Schedule

Biweekly, from 8/10/2015 to 5/16/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create common text dependent questions and assessments.	\$0.00
2	G2.B1.S1.A1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	\$0.00
3	G3.B1.S1.A1	OHS will have students identify their academy preference, then create a master schedule that cohorts 80% of students.	\$0.00
Total:			\$0.00