



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Oakleaf High School  
4035 PLANTATION OAKS BLVD  
Orange Park, FL 32065  
904-213-1900  
<http://ohs.oneclay.net>

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 32%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 55%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Oakleaf High School

##### Principal

David S. Broskie

##### School Advisory Council chair

Tania L. Auguste

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
David S. Broskie	Principal
Michelle Daly	Vice Principal
Brenda Troutman	Assistant Principal
Michael Randolph	Assistant Principal
Anthony Bradley	Assistant Principal
Susan Hatcher	Director of Guidance
Mary Carter	Reading Coach
Thomas Wolter	Math Department Chair
Katherine Sein	Foreign Languages Department Chair
Kerry Tucker	English Department Chair
Gary Worthington	Social Studies Department Chair
Valarie Williams	Fine Arts Department Chair
David Novelly	Science Department Chair
Annie Montgomery	Multi-Subject Department Chair
Lisa Nixon	Reading Department Chair
Diane Shier	Career/Technical Education Department Chair
Christopher Ware	Parent
Deborah Lewis	Parent
Lynn Sattesahn	Parent
Charlene Wissel	Parent
Leslie Lewis	Parent
Paul Hope	Parent

#### District-Level Information

##### District

Clay

### **Superintendent**

Mr. Charles E Vanzant, Jr

### **Date of school board approval of SIP**

Pending

## **School Advisory Council (SAC)**

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Membership of the SAC**

Principal – David S. Broskie (Intervention Team Facilitator)

Select Administrators: Michelle Daly (Vice Principal), Brenda Troutman (Assistant Principal), Michael Randolph (Assistant Principal), and Anthony Bradley (Assistant Principal)

Reading Coach - Mary Carter

Department Head Teachers-Gary Worthington (Social Studies), Valarie Williams (Fine Arts), Diane Shier (Career and Tech Education), Katherine Sein (Foreign Language), Thomas Wolter (Mathematics), David Novelly (Science), Annie Montgomery (Multi-Subject), Kerry Tucker (English), Lisa Nixon (Reading)

Select Guidance Counselors: Susan Hatcher (Director of Guidance)

SAC Chair-Tania Auguste

### **Involvement of the SAC in the development of the SIP**

Principal – David Broskie (Intervention Team Facilitator): 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.

Reading Coach - Mary Carter: Provides support and guidance for implementation of Rtl 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.

### **Activities of the SAC for the upcoming school year**

The SAC team will meet monthly to review data and assess progress of the School Improvement Plan.

### **Projected use of school improvement funds, including the amount allocated to each project**

School Improvement Funds will be used for student planners to help develop organizational skills as well as update technology which is outdated.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**David S. Broskie**

Principal

Years as Administrator: 13

Years at Current School: 3

**Credentials**

Degrees:

Master's of Education

University Of North Florida

Bachelor's of Science in Education

Mansfield University

Certifications:

School Principal (all levels)

Social Science (6-12)

Middle Grades Endorsement

Athletic Coaching Endorsement

**Performance Record**

\*2010-2011 moved Middleburg High School from a B to an A

\*2011-2012 moved Oakleaf High School from a B to an A

\*2012-2013 Increased Oakleaf High's writing achievement level to #1 in the county.

2012-2013 Performance Data

% meeting High Standards in Reading= 59

% meeting High Standards in Math=68

% meeting High Standards in Writing= 66

% meeting High Standards in Science=74

% making Reading Gains=65

% making Math Gains=71

% of the Lowest 25% making Reading Gains=68

% of the Lowest 25% making Math Gains=58



**Michelle Daly**

Asst Principal

Years as Administrator: 7

Years at Current School: 4

**Credentials**

Master's in Educational Leadership  
University of North Florida  
Certifications:  
School Principal (all levels)  
Educational Leadership (all levels)  
Spanish (K-12)

**Performance Record**

2010-2011 Oakleaf High's Inaugural Year (no school grade given)  
2011-2012 Moved Oakleaf High to a B school  
2012-2013 Moved Oakleaf High from a B to an A  
2012-2013 Performance Data  
% meeting High Standards in Reading= 59  
% meeting High Standards in Math=68  
% meeting High Standards in Writing= 66  
% meeting High Standards in Science=74  
% making Reading Gains=65  
% making Math Gains=71  
% of the Lowest 25% making Reading Gains=68  
% of the Lowest 25% making Math Gains=58

**Brenda Troutman**

Asst Principal

Years as Administrator: 7

Years at Current School: 3

**Credentials**

Bachelor's in Business and Marketing  
University of North Florida  
Master's in Educational Leadership  
University of North Florida  
Certifications:  
Educational Leadership (all levels)  
School Principal (all levels)  
Mathematics (grades 5-9)  
Exceptional Student Education (grades K-12)

**Performance Record**

\*2010-2011 (Mrs. Troutman served as an administrator at Middleburg High in 2010-2011. She helped moved Middleburg High School from a B to an A  
\*2011-2012 Oakleaf High School B  
\*2012-2013 Moved Oakleaf High from a B to an A school  
2012-2013 Performance Data  
% meeting High Standards in Reading= 59  
% meeting High Standards in Math=68  
% meeting High Standards in Writing= 66  
% meeting High Standards in Science=74  
% making Reading Gains=65  
% making Math Gains=71  
% of the Lowest 25% making Reading Gains=68  
% of the Lowest 25% making Math Gains=58

<b>Michael Randolph</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 3
<b>Credentials</b>	Master's in Educational Leadership and Supervision University of Phoenix Bachelor's Degree in English Language and Literature University of Maryland Certifications English (grades 6-12) Educational Leadership (all levels)	
<b>Performance Record</b>	*2011-2012 Oakleaf High School B *2012-2013 Moved Oakleaf High from a B to an A school 2012-2013 Performance Data % meeting High Standards in Reading= 59 % meeting High Standards in Math=68 % meeting High Standards in Writing= 66 % meeting High Standards in Science=74 % making Reading Gains=65 % making Math Gains=71 % of the Lowest 25% making Reading Gains=68 % of the Lowest 25% making Math Gains=58	

<b>Anthony Bradley</b>		
Asst Principal	Years as Administrator: 7	Years at Current School: 0
<b>Credentials</b>	Degrees: B.S. in Accounting Florida State University B.S. in Finance Florida State University Master's in Business Administration City University Certifications: Math (grades 5-9) Educational Leadership School Principal (all levels)	
<b>Performance Record</b>	School Grades at Grove Park Elementary: 2010-2011 Moved Grove Park Elementary from a D to C 2011-2012 Grove Park Elementary D 2012-2013 Moved Grove Park Elementary from a D to C 2012-2013 Performance Data Mr. Bradley was at Grove Park Elementary during the 2012-2013 school year	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Mary Carter**

Full-time / School-based

Years as Coach: 9

Years at Current School: 3

**Areas**

Reading/Literacy, Data, RtI/MTSS

**Credentials**

Bachelor's in Elementary Education  
 Master's in Administrative Leadership  
 Certifications:  
 Primary-3  
 K-6  
 English 6-12  
 Reading Endorsed  
 Administrative Leadership

**Performance Record**

\*2010-2011 moved Middleburg High School from a B to an A  
 \*2011-2012 moved Oakleaf High School from a B to an A  
 \*2012-2013  
 2012-2013 Performance Data  
 % meeting High Standards in Reading= 59  
 % meeting High Standards in Math=68  
 % meeting High Standards in Writing= 66  
 % meeting High Standards in Science=74  
 % making Reading Gains=65  
 % making Math Gains=71  
 % of the Lowest 25% making Reading Gains=68  
 % of the Lowest 25% making Math Gains=58

**Classroom Teachers**

**# of classroom teachers**

113

**# receiving effective rating or higher**

113, 100%

**# Highly Qualified Teachers**

98%

**# certified in-field**

110, 97%

**# ESOL endorsed**

20, 18%

**# reading endorsed**

10, 9%

**# with advanced degrees**

31, 27%

**# National Board Certified**

9, 8%

**# first-year teachers**

3, 3%

**# with 1-5 years of experience**

40, 35%

**# with 6-14 years of experience**

47, 42%

**# with 15 or more years of experience**

18, 16%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

Person Responsible- OHS Administration

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The teacher mentoring program at Oakleaf High, consists of designated veteran teachers who serve as mentors to teachers new to the profession and the district. Monthly support meetings are conducted to

address the needs/concerns and to share best practices.

Mentor-Tania Auguste

Mentee-Tonia Eastman

Rationale for pairing: Mrs. Auguste is a Language teacher at Oakleaf High. She is a highly qualified veteran teacher who will assist in the development of lesson plans, classroom management and curriculum development.

Planned Mentoring Activities-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

Mentor- Annie Montgomery

Mentee- William Wood

Rationale for pairing: Mrs. Montgomery is the Head of ESE Department at Oakleaf High. She is a highly qualified teacher who is well versed in classroom techniques and how to use different strategies to reach all learning styles.

Planned Mentoring Activities-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

Mentor- Lisa Nixon

Mentee-Mizsraem Byrd

Rationale for pairing: Mrs. Nixon is the Head of the Reading Department at Oakleaf High. She is a highly qualified veteran teacher who will assist in the development of lesson plans, classroom management and curriculum development.

Planned Mentoring Activities-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

Mentor- Diane Harvey

Mentee- Chase Weiskopf

Rationale for pairing: Mrs. Harvey is a Math teacher at Oakleaf High. She is a highly qualified veteran math teacher who will assist in the development of lesson plans, classroom management and curriculum development.

Planned Mentoring Activities-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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. Reading Coach and Intervention Facilitator will be available to support teachers ensure that core instruction benchmarks are being met.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The RTI Leadership Team is the coordinating body that develops and implements the action plan to best meet the needs of all learners. The RTI 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 RTI Leadership Team will meet monthly, while sub-groups of the RTI 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 RTI intervention.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP are:

1. Classroom walk-throughs
2. Frequent lesson plan checks
3. Constructive feedback for teachers from administration using observation tool PD360
4. Professional Learning Communities facilitated by Oakleaf Administration to ensure best practices
5. Curriculum Council Meetings with Department Chairs to ensure that all departments align with the vision and goals of the school

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Tier 1 data sources include, but not limited to:

- Florida Comprehensive Assessment Test (FCAT) for 9th and 10th grades (Performance Matters)
- Baseline reading assessments through Performance Matters for grades 9th and 10th
- Algebra I prerequisite test (Class Roll)
- Report Card and Interim Grades. (Focus)
- End of Course Exams (Focus and Performance Matters)
- Review of Dashboard Discipline Records (Focus)

- Clay Writes (Focus)
- Science Baseline Assessments through Performance Matters
- Tier 2 data sources:
  - Performance Matters Reading Assessment for students scoring less than 245/300 on FCAT in 11th and 12th grade
  - Intensive Reading courses for students scoring less than 245/300 on FCAT 11th and 12th grade
  - Intensive Reading data collection Fare testing
  - Math Diagnostic assessments
  - Data from after school tutoring programs (i.e FCAT Workshops) (Workshop Teachers)
  - Student Assistance Program (SAP) from Clay Behavioral
- Tier 3 data includes:
  - Progress Monitoring data from Tier 3 interventions (Rtl documentation logs)
  - Performance Matters subtest data for grades 9th, 10th, and students scoring less than 300 on FCAT in 11th and 12th grade
  - Cool Tools (Classroom Teachers)
  - Precision Teaching (Classroom Teachers)
  - Diagnostic Assessment in Reading (DAR) (Intensive Reading Teachers)
  - Functional Behavioral Assessment (ESE Teacher or Intervention Team Facilitator)
  - Students Assistance Program (SAP) from Clay Behavioral

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The plan to support understanding for staff and parents will be through the use of school improvement meetings that will take place on a monthly basis.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**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 Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

OHS Administration  
OHS Teachers

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**

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

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
David Broskie	Team Facilitator
Michelle Daly	Vice Principal
Brenda Troutman	Assistant Principal



Name	Title
Michael Randolph	Assistant Principal
Anthony Bradley	Assistant Principal
Mary Carter	Reading Coach
Gary Worthington	Social Studies Chair
Thomas Wolter	Math Chair
Kerry Tucker	English Chair
Valarie Williams	Fine Arts/ Physical Education Chair
Katherine Sein	Foreign Language Chair
Diane Shier	Career and Technical Education Chair
David Novelly	Science Chair
Annie Montgomery	Multi-subject Chair
Lisa Nixon	Reading Chair

### How the school-based LLT functions

The literacy team will meet with teachers during their department meetings and/or one-on-one throughout the year in order to discuss assessment results and student reading. These meetings will involve going over teachers' lesson plans and other vital data in order to address individual student needs. As a result of these meeting, the literacy team will be able to document the teaching of reading.

### Major initiatives of the LLT

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.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Oakleaf High School will use the research based strategy of reading across the curriculum to ensure that teaching reading strategies is the responsibility of every teacher. As a part of the reading across the curriculum strategy, teachers will ensure that students are reading 10 minutes a day on average in every class followed by series text dependent questions. In addition, teachers will also participate in an uninterrupted, 30 minute reading block, called Enrichment, which will be documented in their lesson plans. Teachers will document and implement the use of essential reading skills in their lesson plans to ensure that reading strategies are being taught by every teacher as well.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Oakleaf High offers a number of Career and Technical courses. Along with those courses Oakleaf offers an Academy program in Aerospace. All of these courses are set to actively engage the students in a field of study. These courses integrate the core and academic content while learning the skills or practice of the selected career field

Additional information: Dropout Prevention

• Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:

The Basic Core Strategies

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions

- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction

Making the Most of the Wider Community

- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe Schools

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

**Strategies for improving student readiness for the public postsecondary level**

Oakleaf High School has increased the number of students taking advanced coursework (such as AP and Dual Enrollment) courses. 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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	56%	No	67%
American Indian				
Asian	73%	68%	No	76%
Black/African American	48%	38%	No	54%
Hispanic	58%	49%	No	62%
White	73%		No	75%
English language learners	46%		No	51%
Students with disabilities	47%		No	52%
Economically disadvantaged	53%		No	58%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	244	26%	67%
Students scoring at or above Achievement Level 4	293	31%	67%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		27%
Students scoring at or above Level 7	11	48%	53%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	607	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	635	68%	67%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	224	56%	61%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	292	66%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	16	70%	75%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	68%	No	72%
American Indian				
Asian	82%	89%	Yes	84%
Black/African American	58%	54%	No	63%
Hispanic	73%	62%	No	76%
White	75%	76%	Yes	78%
English language learners	53%	48%	No	58%
Students with disabilities	56%	32%	No	60%
Economically disadvantaged	63%	58%	No	67%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	35%
Students scoring at or above Level 7		[data excluded for privacy reasons]	44%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	612	71%	72%
Students in lowest 25% making learning gains (EOC)	500	58%	72%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	205	51%	56%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	182	46%	72%
Students scoring at or above Achievement Level 4	47	12%	72%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	35%	72%
Students scoring at or above Achievement Level 4	154	33%	72%

**Area 4: Science****Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	247	47%	55%
Students scoring at or above Achievement Level 4	142	27%	35%

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	139	7%	2%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	28	8%	
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	324	93%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	8	2%	
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	93%	98%

## 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.** Using writing across all curriculum, with a focus on contextual-based support.

## Goals Detail

**G1. Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- 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**

- Time for Professional Development



## Plan to Monitor Progress Toward the Goal

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 or Persons Responsible**

OHS Administration

### **Target Dates or Schedule:**

Bi-monthly during PLCs, as well as during classroom walk-through visits

### **Evidence of Completion:**

A copy of teachers' weekly lesson plans

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

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- Time for PLCs

## Plan to Monitor Progress Toward the Goal

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 or Persons Responsible**

Department Heads, Reading Coach, Administration

**Target Dates or Schedule:**

Bi-monthly

**Evidence of Completion:**

PLC Logs

**G3. Using writing across all curriculum, with a focus on contextual-based support.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Focus on evidence based writing and text-dependent questions.

**Targeted Barriers to Achieving the Goal**

- Time for Professional Development

## Plan to Monitor Progress Toward the Goal

Effective Writing Instruction across all content areas.

**Person or Persons Responsible**

OHS Administration

**Target Dates or Schedule:**

Bi-monthly during PLCs

**Evidence of Completion:**

FCAT Writes Clay Writes Formative/Summative Classroom Assessment Data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**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

**G1.B1.S1** OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create text-dependent questions and assessments.

#### **Action Step 1**

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 or Persons Responsible**

OHS Administration

#### **Target Dates or Schedule**

Bi-Monthly during PLCs, as well as during classroom walk-through visits

#### **Evidence of Completion**

A copy of teachers' weekly lesson plans.

#### **Facilitator:**

OHS Administration and Department Heads (serving as PLC Facilitators)

#### **Participants:**

OHS Classroom Instructors

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

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 or Persons Responsible**

OHS Administration

#### **Target Dates or Schedule**

Bi-monthly during PLCs, as well as during classroom walk-through visits

#### **Evidence of Completion**

A copy of teachers' weekly lesson plans.

### **Plan to Monitor Effectiveness of G1.B1.S1**

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 or Persons Responsible**

OHS Administration

#### **Target Dates or Schedule**

Bi-monthly during PLCs, as well during classroom walk-through visits.

#### **Evidence of Completion**

A copy of teachers' weekly lesson plans.

## 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.

#### Action Step 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.

#### Person or Persons Responsible

PLC Facilitators (Department Heads); Reading Coach, Administration

#### Target Dates or Schedule

Bi-monthly (Wednesdays)

#### Evidence of Completion

PLC Logs

#### Facilitator:

Department Heads

#### Participants:

OHS Instructors

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

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 or Persons Responsible

Department Heads, Reading Coach, Administration

#### Target Dates or Schedule

Bi-Monthly

#### Evidence of Completion

PLC Logs



### Plan to Monitor Effectiveness of G2.B1.S1

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 or Persons Responsible

Department Heads, Reading Coach, Administration

#### Target Dates or Schedule

Bi-Monthly

#### Evidence of Completion

PLC Logs

### G3. Using writing across all curriculum, with a focus on contextual-based support.

#### G3.B1 Time for Professional Development

**G3.B1.S1** Oakleaf High School will organize professional development communities (PLCs) for the 2013-2014 school year.

#### Action Step 1

OHS PLCs will study the essential question of "What distinguishes a Highly Effective Teacher from an Effective Teacher." Throughout PLCs, teachers will discuss and analyze effective writing instruction.

#### Person or Persons Responsible

OHS Administration

#### Target Dates or Schedule

Bi-Monthly Departmental PLCs.

#### Evidence of Completion

Departmental PLC agendas and student data that is collected and analyzed to improve writing instruction across all curriculum areas.

#### Facilitator:

OHS Administration

#### Participants:

OHS Classroom Instructors

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Effective Writing Instruction across all curriculum

**Person or Persons Responsible**

OHS Administration

**Target Dates or Schedule**

During classroom walk-throughs;

**Evidence of Completion**

Clay Writes Formative/Summative Assessment Data Sample Student Work

### **Plan to Monitor Effectiveness of G3.B1.S1**

Effective Writing Instruction across all content-areas.

**Person or Persons Responsible**

OHS Administration; Dept. Heads

**Target Dates or Schedule**

Bi-monthly during PLCs.

**Evidence of Completion**

Clay Writes FCAT Writes Formative/Summative Classroom Data

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*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

**G1.B1.S1** OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create text-dependent questions and assessments.

#### **PD Opportunity 1**

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.

#### **Facilitator**

OHS Administration and Department Heads (serving as PLC Facilitators)

#### **Participants**

OHS Classroom Instructors

#### **Target Dates or Schedule**

Bi-Monthly during PLCs, as well as during classroom walk-through visits

#### **Evidence of Completion**

A copy of teachers' weekly lesson plans.

**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**

Department Heads

**Participants**

OHS Instructors

**Target Dates or Schedule**

Bi-monthly (Wednesdays)

**Evidence of Completion**

PLC Logs

**G3. Using writing across all curriculum, with a focus on contextual-based support.**

**G3.B1 Time for Professional Development**

**G3.B1.S1** Oakleaf High School will organize professional development communities (PLCs) for the 2013-2014 school year.

**PD Opportunity 1**

OHS PLCs will study the essential question of "What distinguishes a Highly Effective Teacher from an Effective Teacher." Throughout PLCs, teachers will discuss and analyze effective writing instruction.

**Facilitator**

OHS Administration

**Participants**

OHS Classroom Instructors

**Target Dates or Schedule**

Bi-Monthly Departmental PLCs.

**Evidence of Completion**

Departmental PLC agendas and student data that is collected and analyzed to improve writing instruction across all curriculum areas.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

*Budget items identified in the SIP as necessary 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

**G1.B1.S1** OHS teachers will document at least fifteen text-dependedent questions in their weekly lesson plans. Teachers will collaborate to create text-dependent questions and assessments.

**Action Step 1**

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.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**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.

**Action Step 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.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G3. Using writing across all curriculum, with a focus on contextual-based support.**

**G3.B1 Time for Professional Development**

**G3.B1.S1** Oakleaf High School will organize professional development communities (PLCs) for the 2013-2014 school year.

**Action Step 1**

OHS PLCs will study the essential question of "What distinguishes a Highly Effective Teacher from an Effective Teacher." Throughout PLCs, teachers will discuss and analyze effective writing instruction.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**