

Clay County Schools

Oakleaf High School



2016-17 Schoolwide Improvement Plan

Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://ohs.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Oakleaf High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. To build relationships between teachers and students, the faculty provides learning opportunities within the classroom for students with varying cultural backgrounds. Oakleaf also provide multiple teacher sponsored after school activities and clubs that cater to our cultural diversity.

b. 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, after and during school through continuous staff supervision throughout the campus. Oakleaf has also established high expectations of all stakeholders, and enforces a high moral code of conduct.

c. 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. Standard discipline procedures and consequences have been implemented and are strictly enforced. Each grade level has been assigned an administrator and a guidance councilor to provide necessary support to the students and the teachers. In addition, teachers, guidance councilors, and administrators work collaboratively to maintain open lines of communication with students, parents, and stakeholders through a variety of sources such as phone calls, Focus, and email.

d. 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 children with specific concerns such as family separation due to deployment, and relocation transitions.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Oakleaf High School works at building positive relationships with families to increase involvement through a plethora of communication methods. The Focus Parent Portal provides parents with continuous access to their student's academic and attendance progress. In addition, the use of the Edulink Systems allows OHS to send school improvement communication via phone calls, emails and apps. Furthermore, the principal sends Sunday night messages to all parents providing pertinent information regarding school activities which fosters effective communication. Oakleaf also maintains a strict policy that includes contacting parents of students who have missed two or more consecutive days of school, and or whose grades have fallen below a "C" average.

2. 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 is through constant communication with all stakeholders, and 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. The Academies have 31 local business partners with whom they work to create an authentic experience with the students. In addition, Oakleaf High works in tandem with several local business partners such as Zaxbys and Tropical Soothie to maximize on resources and facilitate student achievement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

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

The OHS Leadership Team is responsible for examining all school wide data and communicating results to stakeholders. Assessment, attendance, and discipline data is included in the school portfolio. The team is also responsible for looking at negative trends that might need corrective action. From all the data, the leadership team will develop, reveal and implement a school wide plan of action.

2. 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 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. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jenny Sapprow	Student
Lynn Sattesahn	Parent
April Roberson	Parent
Melissa Kaplan	Teacher
Nicole Knight	Teacher
Treasure Pickett	Principal
Annie Fields	Teacher
Jenny Pallen	Parent
Shawn Vick	Parent
Gordon Schwartz	Parent
Lisa Santiago	Education Support Employee
Stacie Lamoureux	Teacher

b. Duties

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

a. 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.

b. 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.

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.

c. 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).

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

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

No

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy Leadership Team will be focusing on reading strategies across all subject areas. Faculty will receive continuous training on how to incorporate reading strategies within their daily instruction.

These strategies will be implemented in all classrooms and monitored by administration. In addition, we have developed summer reading activities to extend learning beyond the academic school year.

D. Public and Collaborative Teaching

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

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

Oakleaf High fosters collaboration and positive working relationships between teachers through Professional Learning Communities (PLC's). All faculty members at OHS participate in one or more Professional Learning Community each week. One hour is designated every Wednesday for PLC's, which provide teachers with the opportunity to collaborate, unpack standards, plan, analyze student data, and share effective instructional strategies with their colleagues.

2. 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) Teacher leaders are appointed in various content areas to provide mentoring and support to other teachers.
- 4) Promote Professional Development among faculty
Provide training for teachers, in order to foster continual growth and development in their content area.
- 5) Recognize teachers who meet or surpass data targets.
- 6) Foster two-way communication
Ongoing teacher support through conferencing with administration.
- 7) 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.
- 8) B.E.S.T Program- Beginning Educator Support Team

Person Responsible- OHS Administration

3. 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- Kyle Kennard

Mentor- Lisa Nixon

Rationale for pairing: Ms. Nixon is a Reading teacher and Reading Department Chair 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. Nixon is a former Teacher of the Year who 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- Evelyn Bennett

Mentor- Gussie Solomon

Rationale for pairing: Mrs. Solomon is a Nationally Board Certified Math teacher at Oakleaf High. She is 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 differentiate instruction to meet the diverse learning needs of all students.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher-Chelsea Watkins

Mentor- Shalonda Ravenell

Rationale for pairing: Ms. Ravenell is an Early Childhood teacher at Oakleaf High with over 10 years of experience in her field. 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. Ravenell is well versed in classroom techniques and how to differentiate instruction to meet the diverse learning needs of all students.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- William Clark

Mentor- Valarie Williams

Mrs. Williams is a Chorus teacher and the Fine Arts Department Chair 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. Williams is well

versed in classroom techniques and how to differentiate instruction to meet the diverse learning needs of all students.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Stephen Schaefer

Mentor- Joel Miller

Mr. Miller 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. Miller is well versed in math content, classroom techniques, and how to differentiate instruction to meet the diverse learning needs of all students.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Brian Walsh

Mentor- Luis Santiago

Mr. Santiago is a former Social Studies teacher and current Spanish 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. Santiago is well versed in classroom techniques and how to differentiate instruction to meet the diverse learning needs of all students.

Planned Mentoring Activities Include-

Class visitations

Working together on lesson plans and lesson design

Sharing and Counseling

Provide helpful feedback for mentee

New Teacher- Theresa Bowler

Mentor- Rachel Juchniewicz

Mrs. Juchniewicz is an English 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. Juchniewicz has a strong ELA background, and is well versed in classroom techniques and how to differentiate instruction to meet the diverse learning needs of all students.

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

Coach: Rebecca Billiot

New Teachers: Brian Walsh, Chelsea Watkins, Theresa Bowler, Sarah Race, Kyle Kennard, Hunter Kelley

Coach: Rachel Crane

New Teachers: Stephen Schaefer, Francesco Franzese, Jason Brown

Coach: Mary Carter

New Teacher: Rebecca Crews

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 and are meeting the standards.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 are aligned to Florida's standards by using the Clay County School Board mandated curriculum maps and adopted resources. Curriculum Specialists at the county level have designed curriculum maps that are aligned with the Florida Standards. In addition, these maps include recommended instructional resources, websites, and additional links to support classroom instruction. During Professional Learning Communities, faculty at OHS collaboratively study these maps, unpack each of the standards, and discusses the best teaching strategies for implementation of the standards.

b. Instructional Strategies

1. 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. In addition, lower quartile students are leveled in math classes, and receive 30 additional minutes of instruction daily. Flexible grouping and differentiated lessons are also used to meet the academic needs of all students in all classes. ESE teachers provide further support by providing small group instruction and a flexible testing environment to students with disabilities.

2. 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, treasure.pickett@myoneclay.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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 supports the transition of incoming freshmen each year through a dynamic orientation process called Knighthood. This event familiarizes students with the high school environment, informs them of pertinent information to ensure a successful high school transition, and provides team building activities to acquaint students with their fellow classmates. Oakleaf also provides an Academy program that divides its incoming freshman cohort into six academies, with a teacher-academic leader in each academy. The academy structure provides additional support to students in their transition into high school.

b. College and Career Readiness

1. 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. Guidance Counselors are the point of contact for college visits. 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.

2. 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.

3. 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 student participation in our advanced coursework programs such as Advanced Placement, Dual Enrollment & AICE. This strategy will increase students readiness for post-secondary level education based on the annual analysis of the High School Feedback Report, because more students will participate in college level courses while attending Oakleaf High School.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of lower quartile students who make learning gains on the FSA end of course exams in Algebra 1, Algebra 2, and Geometry will increase by 5% to 52%.
- G2.** The number of students who will achieve a proficiency score of a level 3 or higher on the FSA ELA assessments in grades 9-12 will increase by 5% to 60%.
- G3.** The number of students who receive a proficiency score of a level 3 or higher on the Biology 1 FSA will increase by 5% to 68%.

Strategic Goals Detail

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

G1. The number of lower quartile students who make learning gains on the FSA end of course exams in Algebra 1, Algebra 2, and Geometry will increase by 5% to 52%. 1a

G086033

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	5.0

Targeted Barriers to Achieving the Goal 3

- Professional skills of educators

Resources Available to Help Reduce or Eliminate the Barriers 2

- OHS offers multiple after school sports, clubs, and activities that encourages students to become more academically motivated.
- Focus provides many features that enables teachers and parents to communicate easily with one another regarding student performance and progress.
- Professional Learning Communities provide teachers with the opportunity to collaborate, share expertise, and brainstorm solutions for many of the barriers that are encountered.
- Professional development opportunities are provided at the school and district level to empower educators with the skills necessary to address many of the diverse needs of the students.
- OHS has a social worker who monitors attendance and works with teachers, administration, and families to combat truancy.
- Classes have been created for lower quartile students that are taught by highly experienced teachers, have smaller class size numbers, and additional instructional time to accommodate the needs of the students.
- Khan Academy for remediation.
- Math Nation available online for practice and remediation.

Plan to Monitor Progress Toward G1. 8

Performance Matters data will be collected and analyzed to monitor progress towards meeting annual goal and targets.

Person Responsible

Treasure Pickett

Schedule

Semiannually, from 10/4/2016 to 5/30/2017

Evidence of Completion

Data collected from district generated Performance Matters benchmark assessments will be collected and analyzed to determine progress being made towards the achievement of annual goal.

G2. The number of students who will achieve a proficiency score of a level 3 or higher on the FSA ELA assessments in grades 9-12 will increase by 5% to 60%. 1a

G086034

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- Large percentage of students are reading below grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities that focus on reading and language arts
- District Level Curriculum Specialists
- Professional development on reading and language arts is available at the school and district levels.
- Intensive Reading classes
- School wide Reading initiative across the content areas
- Monthly Reading strategies

Plan to Monitor Progress Toward G2. 8

Performance Matters ELA data, Achieve student lexile levels data, and anecdotal data collected from monthly classroom walk-thoroughs will be collected and reviewed to determine progress towards this goal.

Person Responsible

Treasure Pickett


Schedule

Monthly, from 10/4/2016 to 5/30/2017

Evidence of Completion

ELA Performance Matters data will be collected and reviewed along with data collected during classroom walk-throughs.

G3. The number of students who receive a proficiency score of a level 3 or higher on the Biology 1 FSA will increase by 5% to 68%. 1a

 G086035

Targets Supported 1b

Indicator	Annual Target
FSA Science Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- Rigor of test for 9th grade students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities
- Access to District Science Curriculum Specialist
- School and district level professional development opportunities
- Reading strategies

Plan to Monitor Progress Toward G3. 8

Data will be analyzed from Performance Matters results.

Person Responsible

Treasure Pickett

Schedule

Semiannually, from 10/4/2016 to 5/30/2017

Evidence of Completion

Performance Matters data will be analyzed and discussed during PLC's.

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. The number of lower quartile students who make learning gains on the FSA end of course exams in Algebra 1, Algebra 2, and Geometry will increase by 5% to 52%. **1**

 G086033

G1.B1 Professional skills of educators **2**

 B228655

G1.B1.S1 Professional Learning Communities will be used to improve upon the skills, knowledge base, and strategies of the teachers to better meet the diverse needs of the lower quartile students. **4**

 S241128

Strategy Rationale

Through the collaboration process of the PLC's, teachers mentor each other, gain a greater understanding of the standards and the content, more effectively use data to drive instruction, and better understand their role in helping lower quartile students to achieve their academic goals.

Action Step 1 **5**

Math teachers will attend a Professional Learning Community that focuses on their subject area one hour each week.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Sign-in sheets and reflection forms will be submitted to administrators each week at the completion of the PLC.

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

Mrs. Pickett will visit the PLC's each week to monitor activities and provide input.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Mrs. Pickett will take anecdotal notes of her observations of the PLC's.

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

Mrs. Pickett will read the reflection sheets of the PLC's and provide written feedback to the groups.

Person Responsible

Treasure Pickett

Schedule

Weekly, from 10/4/2016 to 5/30/2017

Evidence of Completion

The PLC reflection sheets will provide evidence that the action plan was implemented, monitored, and effective.

G2. The number of students who will achieve a proficiency score of a level 3 or higher on the FSA ELA assessments in grades 9-12 will increase by 5% to 60%. 1

G086034

G2.B1 Large percentage of students are reading below grade level 2

B228662

G2.B1.S1 All OHS faculty will receive monthly training on how to implement effective reading strategies across the curriculum during whole group PLC's. 4

S241133

Strategy Rationale

When the same reading strategies are being taught, used, and reinforced in all classes, students are more likely to learn the strategies, and have a greater chance of becoming more proficient readers.

Action Step 1 5

Reading training will be developed and delivered once each month to the entire faculty.

Person Responsible

Michael Randolph

Schedule

Monthly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Faculty sign-in sheets will be collected during each whole group PLC.

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

Administration will conduct a monthly walk through to observe the implementation of the reading strategies.

Person Responsible

Treasure Pickett

Schedule

Biweekly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Faculty will receive feedback from the walk through.

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

Administration will conduct a monthly walk through to observe the implementation.

Person Responsible

Michael Randolph


Schedule

Monthly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Faculty will receive feedback for the walk through.

G3. The number of students who receive a proficiency score of a level 3 or higher on the Biology 1 FSA will increase by 5% to 68%. 1

 G086035

G3.B1 Rigor of test for 9th grade students. 2

 B228666

G3.B1.S1 All OHS faculty will receive monthly training on how to implement effective reading strategies across the curriculum during whole group PLC's. 4

 S241134

Strategy Rationale

When the same reading strategies are being implemented across the curriculum, students are more likely to use the strategies. Use of these strategies will assist students with the rigor of the 9th grade Biology EOC.

Action Step 1 5

Reading training will be developed and delivered once each month to the entire faculty.

Person Responsible

Michael Randolph

Schedule

Quarterly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Faculty sign-in sheets will be collected during each whole group PLC.

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

Administration will conduct a monthly walk through to observe the implementation of the reading strategies.

Person Responsible

Treasure Pickett

Schedule

Monthly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Faculty will receive feedback from the walk through.

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

Administration will conduct a monthly walk through to observe the implementation of the reading strategies.

Person Responsible

Treasure Pickett

Schedule

Monthly, from 10/4/2016 to 5/30/2017

Evidence of Completion

Faculty will receive feedback from the walk through.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M321144	Performance Matters data will be collected and analyzed to monitor progress towards meeting annual...	Pickett, Treasure	10/4/2016	Data collected from district generated Performance Matters benchmark assessments will be collected and analyzed to determine progress being made towards the achievement of annual goal.	5/30/2017 semiannually
G2.MA1 M321147	Performance Matters ELA data, Achieve student lexile levels data, and anecdotal data collected from...	Pickett, Treasure	10/4/2016	ELA Performance Matters data will be collected and reviewed along with data collected during classroom walk-throughs.	5/30/2017 monthly
G3.MA1 M321152	Data will be analyzed from Performance Matters results.	Pickett, Treasure	10/4/2016	Performance Matters data will be analyzed and discussed during PLC's.	5/30/2017 semiannually
G1.B1.S1.MA1 M321140	Mrs. Pickett will read the reflection sheets of the PLC's and provide written feedback to the...	Pickett, Treasure	10/4/2016	The PLC reflection sheets will provide evidence that the action plan was implemented, monitored, and effective.	5/30/2017 weekly
G1.B1.S1.MA1 M321141	Mrs. Pickett will visit the PLC's each week to monitor activities and provide input.	Pickett, Treasure	10/4/2016	Mrs. Pickett will take anecdotal notes of her observations of the the PLC's.	5/30/2017 weekly
G1.B1.S1.A1 A312112	Math teachers will attend a Professional Learning Community that focuses on their subject area one...	Pickett, Treasure	10/4/2016	Sign-in sheets and reflection forms will be submitted to administrators each week at the completion of the PLC.	5/30/2017 weekly
G2.B1.S1.MA1 M321145	Administration will conduct a monthly walk through to observe the implementation.	Randolph, Michael	10/4/2016	Faculty will receive feedback for the walk through.	5/30/2017 monthly
G2.B1.S1.MA1 M321146	Administration will conduct a monthly walk through to observe the implementation of the reading...	Pickett, Treasure	10/4/2016	Faculty will receive feedback from the walk through.	5/30/2017 biweekly
G2.B1.S1.A1 A312115	Reading training will be developed and delivered once each month to the entire faculty.	Randolph, Michael	10/4/2016	Faculty sign-in sheets will be collected during each whole group PLC.	5/30/2017 monthly
G3.B1.S1.MA1 M321148	Administration will conduct a monthly walk through to observe the implementation of the reading...	Pickett, Treasure	10/4/2016	Faculty will receive feedback from the walk through.	5/30/2017 monthly
G3.B1.S1.MA1 M321149	Administration will conduct a monthly walk through to observe the implementation of the reading...	Pickett, Treasure	10/4/2016	Faculty will receive feedback from the walk through.	5/30/2017 monthly
G3.B1.S1.A1 A312116	Reading training will be developed and delivered once each month to the entire faculty.	Randolph, Michael	10/4/2016	Faculty sign-in sheets will be collected during each whole group PLC.	5/30/2017 quarterly

V. Professional Development Opportunities

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

G1. The number of lower quartile students who make learning gains on the FSA end of course exams in Algebra 1, Algebra 2, and Geometry will increase by 5% to 52%.

G1.B1 Professional skills of educators

G1.B1.S1 Professional Learning Communities will be used to improve upon the skills, knowledge base, and strategies of the teachers to better meet the diverse needs of the lower quartile students.

PD Opportunity 1

Math teachers will attend a Professional Learning Community that focuses on their subject area one hour each week.

Facilitator

Mike Randolph

Participants

OHS Faculty

Schedule

Weekly, from 10/4/2016 to 5/30/2017

G2. The number of students who will achieve a proficiency score of a level 3 or higher on the FSA ELA assessments in grades 9-12 will increase by 5% to 60%.

G2.B1 Large percentage of students are reading below grade level

G2.B1.S1 All OHS faculty will receive monthly training on how to implement effective reading strategies across the curriculum during whole group PLC's.

PD Opportunity 1

Reading training will be developed and delivered once each month to the entire faculty.

Facilitator

Mike Randolph

Participants

All OHS Faculty

Schedule

Monthly, from 10/4/2016 to 5/30/2017

G3. The number of students who receive a proficiency score of a level 3 or higher on the Biology 1 FSA will increase by 5% to 68%.

G3.B1 Rigor of test for 9th grade students.

G3.B1.S1 All OHS faculty will receive monthly training on how to implement effective reading strategies across the curriculum during whole group PLC's.

PD Opportunity 1

Reading training will be developed and delivered once each month to the entire faculty.

Facilitator

Mike Randolph

Participants

Entire OHS Faculty

Schedule

Quarterly, from 10/4/2016 to 5/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Math teachers will attend a Professional Learning Community that focuses on their subject area one hour each week.	\$0.00
2	G2.B1.S1.A1	Reading training will be developed and delivered once each month to the entire faculty.	\$0.00
3	G3.B1.S1.A1	Reading training will be developed and delivered once each month to the entire faculty.	\$0.00
Total:			\$0.00