

Clay County Schools

Oakleaf Junior High



2016-17 Schoolwide Improvement Plan

Oakleaf Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://olj.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)
Middle School 6-8	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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.

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

b. Provide the school's vision statement.

The vision of Oakleaf Junior High exists to prepare life long learners for success in a global and competitive workplace and in acquiring applicable life skills.

2. School Environment

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

Oakleaf requires a registration Home Language Survey. Our guidance counselors provide CELLA testing for our ELL students. We maintain a high number of teachers who hold ESOL certifications. Trainings are offered to teachers to learn how to better serve our ELL population. Oakleaf has an ESOL aide who is available to work with students. We have a military counselor who offers "Lunch Bunch" for the military students to socialize with each other. Oakleaf has a Facebook school page and a school website both of which provide up-to-date information to families and students. Many teachers use a texting service called "Remind" to reach students and parents with texts to let them know or remind them of upcoming events or assignments. Many students are involved in Step-Up (a socialization project). Our 3 C's Mentor Program connects students with mentors from our faculty for encouragement and growth opportunities.

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

Annual Parent/Teacher/Student Feedback Surveys are instrumental in reviewing focus areas for school safety. Foundations/Safe and Civil Schools will establish universal procedures which will ensure consistency throughout the school resulting in physically and emotionally safe and productive learning environment.

Teachers were trained with Professional Development on Bully Prevention and classroom management protocol. The school takes part in Red Ribbon week as lead by the Guidance Department. Many students take part in our Safe Club (Students All Together for Equality). Students are monitored before and after school by teachers and administrators on duty ensuring safe arrival and dismissal. School-wide morning announcements with various administrative messages help create a communication system fostering feelings of respect between students and staff.

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.

The Oakleaf Junior High Handbook details discipline procedures for students and parents. Students can earn lunch detentions, before school detentions, ISS or OSS. These are recorded in the Focus Data System. Teachers utilize Time to Teach with the Refocus buddy system to give students immediate consequences with a few minutes out of class to "refocus" their behavior in a positive direction. Teachers post rewards and consequences as the B's behavior(be respectful, be responsible, etc.) Teachers are strongly encouraged to maintain communication logs detailing calls made to parents for various reasons. We have a school-wide tardy policy and strict adherence to the dress code policy. Administration regularly records positive messages which are played on the morning announcements.

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 ensures equitable learning environments for diverse students and their families. Our school fully utilizes three guidance counselors, incorporating guidance referrals from teachers, open-door policy with students and parents especially regarding conferences, and active involvement in social programs (ie. Red Ribbon week, Community Service programs, and Bully prevention). The Safe and Civil Schools Foundations team is used to refine safety needs, behavior management, and school climate on campus. Teachers and parents access up to date grade books, parent communication, and student records through the county provided Focus program. Our school based Military family liaison promotes communication between home and school for all deployed and active military families with programs such as Lunch Bunch. Positive Peer Interaction groups utilize the (SAP) Student Assistance Counselor through Clay Behavioral and other community referral services. Our school based Mental Health Counselor is available on a case by case basis for students with social and /or emotional needs that require a routine follow up. Teachers and counselors receive Suicide Prevention Training, QPR, to promote awareness of warning signs and community resources available.

Our Yellow Jacket peer mentor program, (JAMS), focuses on supporting new students' positive assimilation into the Junior High culture. To foster a successful transition from elementary school, OLJHS initiated a one day Buzz Camp for 6th grade students during the summer break. The school social worker links school, family and community resources for students struggling with attendance, poor performance, and family issues. Oakleaf offers the 3C's Initiative(Courage, Character and Commitment) to a small group of selected boys for character building and mentoring.

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.

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

*One or more suspensions, whether in school or out of school.

*Course failure in English Language Arts or mathematics.

*A Level 1 score on the statewide, standardized assessments in English/ Language Arts or mathematics.

*When a student exhibits two or more early warning indicators, as school-based team shall convene to determine appropriate intervention strategies for the student.

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	4	11	15	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	2	8	10	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	0	0	6	17	15	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	0	0	0	5	15	11	0	0	0	0	31

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	8	21	34	0	0	0	63

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

(use Early Warning System Conference Intervention form)

For Attendance: Attendance Contract, social worker referrals

For suspensions: Intervention with administrators, MTSS, SAP, parent/teacher conferences.

Course failure: Remediation, teachers contact parents when grade drops to D or F, guidance meeting with students who earn Ds and Fs, SAP

Level 1 on state assessments: Tutoring, Intensive Reading courses, Intensive math remediation.

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 Junior High School depends on parental support and active participation in every aspect of our school's development. We have been fortunate to have many actively involved parents working alongside us, supporting our educational goals and objectives. Parents are involved in all aspects, from the School Advisory Committee, OLJH athletics, Science fair judges, chaperoning field trips, health screens, school pictures, and a host of other volunteer opportunities. Our school website keeps interested parents informed of upcoming school events. Parents are encouraged to create a Focus account where they can view student grades, and attendance. At Open House parents are

able to meet teachers and learn about teacher expectations and parents are encouraged to email teachers with any concerns. We maintain a FaceBook School connection as well as a large number of teachers maintain class websites. Additionally there are school specific updates on the OneClay app. (PIP is Title I Schools only)

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.

OakLeaf Jr. High has always maintained strong partnerships with the local community businesses as a neighborhood school. Business Partners attend and donate to many functions at the school including SAC meetings, school dances, athletic events, fundraising endeavors and teacher appreciation lunches. Oakleaf has a SWAT club, based in our community, which teaches students about the dangers of smoking.

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
Williams, Anthony	Principal
Graham, Christy	Assistant Principal
Hoskins, Karen	Teacher, K-12
Lawrence, Bonita	Teacher, K-12
Britt, Yalonda	Teacher, Career/Technical
Ray, Lisa	Teacher, Career/Technical
Goodier, Paul	Assistant Principal
Burke, David	Assistant Principal
Tibble, Rebecca	Teacher, K-12
Kidd, Kimberly	Teacher, K-12
Didomenico, Amy	School Counselor
Scott, Jarutha	Administrative Support

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA and EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal.

Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

A separate sub-committee serves to suggest effective interventions for Tier 2 and 3 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed.

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.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams.

Professional Development is offered and attendance is strongly encouraged in each of the following areas: Framework for Intentional Teaching, MTSS initiation and management, ESOL learning strategies, Digital Classroom Resources, Writing across the curriculum with specific training on the FSA writing rubric.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Adams	Teacher
Steven Bright	Teacher
David Burke	Principal
Yolanda Brown	Parent
Laura Duggan	Education Support Employee
Perlita Martinez	Business/Community
Charlie Addie	Teacher
Stanley Abramowich	Teacher
Juliet Cassidy-Floyd	Teacher
Kirby Gates	Business/Community
Mindy Dickson	Parent
Allison Lewis	Parent
Susan Raab	Parent
Milton Woody	Parent
	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

Members of the SAC committee worked together to identify areas for improvement and make recommendations for future adjustments to the School Improvement Plan to bring about future increased student achievement. In 2015-16 the school saw increases in 7 of 8 areas. Math % Proficiency showed no points gained, as a result of being in the higher achievement range. However, ELA/Reading showed gains but is still in the lower achievement quartile, therefore this will be a focus area.

b. Development of this school improvement plan

SAC members input was solicited during the process of writing the 2016-17 School Improvement Plan. Administrative staff and teachers' input was essential to writing the School Improvement Plan as led by the SAC Co-chairs. All stakeholders were asked for input in their area of expertise, SAC members will monitor the school's progress toward the goals set forth in the SIP

c. Preparation of the school's annual budget and plan

There are currently no funds in the SAC budget.

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

It is the intention of the Oakleaf's SAC committee, when funds are available, to utilize the SAC designated funds to fulfill teacher requests that are closely aligned with Oakleaf's Action Goals detailed in the School's Improvement Plan and requests that will impact student learning. The Oakleaf's SAC intends to fund requests that will increase student knowledge and skills relating to Common Core curriculum. However, funding will be provided based on requests which will be determined by the SAC members as the school year progresses. A separate committee will convene upon communication from the state that A money is being awarded with a faculty vote regarding percentage of School Improvement funds vs. bonus funds.

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

Yes

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
Williams, Anthony	Principal
Lawrence, Bonita	Teacher, K-12
Scott, Jarutha	Teacher, ESE
Tibble, Rebecca	Teacher, K-12
Bright, Steven	Teacher, K-12
Addie, Charlie	Teacher, K-12

b. Duties

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

The LLT(Data Committee) exists to facilitate and expand opportunities to increase literacy within core subject areas across the curriculum.Strategies are shared across the curriculum to improve literacy instruction in every classroom school wide. LLT will focus on our bottom quartile of students and identifying strengths and weaknesses of students for the purposes of differentiation of instruction and teacher professional development.This committee will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs

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 Jr.participates in Professional Development Sessions or collaborative groups. These are implemented departmentally and by grade level to facilitate collaboration among teachers to enhance student achievement.New teachers receive veteran teacher mentors to help facilitate a smooth transition into the teaching field.When ever possible teachers are given common planning times within departments to encourage collaboration and common assessment planning.Professional Development is offered from department heads including Writing Across the Curriculum focusing on the FSA writing rubric.

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

Our administrators attend Clay County's Annual Recruitment Fair, they utilize Soft Search -Clay County Inter-Office System, They network within the Administrative Ranks (Clay County) and extensively interview various candidates to obtain a good sampling pool before making the final decision to hire. Oakleaf uses the New Teacher Mentor Program and provides teacher leadership opportunities .

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

Oakleaf's mentoring program/plan consists of pairing new teachers through the team concept. Oakleaf Junior High consistently utilizes interns from state and private college systems. New teachers are paired with Department Heads based on content area. We routinely identify willing faculty to mentor new and/or less experienced teachers to work collaboratively to raise new teacher effectiveness and student achievement levels.

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.

Teachers are encouraged to consult county-wide curriculum maps to facilitate classroom instructional planning. PLCs promote collaborative planning which facilitates common assessments department-wide.Florida Standards and daily purpose are posted in classrooms showing daily objectives for instruction.Faculty attends weekly PLC meetings to promote collaboration among teachers. Administrative walk-throughs ensure compliance with school-wide instructional objectives.

Oakleaf utilizes The Literacy Design Collaborative which is committed to equipping middle and high school students with the literacy skills they will need to succeed in their later education, their careers, and their communities, working through many different partnerships to meet that literacy challenge. We believe students can and must reach significantly higher levels of reading, writing, and thinking and we embrace the challenging expectations set by the Florida Standards. LDC template tasks are fill in the blank “shells” that allow for teachers Inserting the texts to be read, writing to be produced, and content to be addressed.

When filled in, template tasks create high quality student assignments that develop reading, writing, and thinking skills in the context of learning science, history, English, and other subjects. Template tasks are built off of the Florida Standards. They specify the subjects and levels of student work for which they can be used, and they come with rubrics that can be used to score the resulting student work. Template tasks may also include Level 2 and Level 3 additions that can be used or omitted to vary the task demands.

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 uses data to differentiate instruction when analyzing scores from Performance Matters and strand analysis of test questions and EOC scores. This data is used to determine remediation options, small group instruction, tutoring needs and differentiated instruction to achieve mastery level of core concepts. Administration conducts Walk-throughs to ensure that teachers are utilizing data to drive instruction. Many PLCs are focused on the Framework for Intentional and Targeted Teaching to help instruction to be more relevant and focused. Reading teachers utilize Achieve 3000 to modify and supplement instruction to meet students on their level. Special Education teachers teach inclusion classes where instruction is adapted to meet the diverse needs of the struggling learners. Advanced and gifted classes are offered to meet the needs of advanced students. Teachers are encouraged to maintain data notebooks with current scores on state, district, and departmental formative and summative assessments. Our compass learning lab offers students the ability to re mediate lessons and entire courses. Professional Development is offered on Performance Matters to ensure that teachers understand how to locate and customize the data found in Performance Matters. Professional development is offered on MTSS initiation and management to help teachers provide Tier 2 and Tier 3 level instruction. Professional Development is offered to teachers on ESOL strategies to meet specific student needs.

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: After School Program

Minutes added to school year: 60

Oakleaf Junior High's Math Tutoring program provides students access to additional instruction.

Strategy Rationale

Students utilizing the tutoring obtain valuable math skills needed to achieve proficiency with specific math curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Graham, Christy, christy.graham@myoneclay.net

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

Teachers will evaluate and analyze individual student 's data to determine the tutoring effectiveness.

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 Jr. High offers incoming sixth graders the opportunity to attend our Buzz Camp. Buzz Camp is a fun day of learning all about their new school while making new friends and getting to know teachers and junior high rules and routines. Our eighth grade students have the opportunity to attend high school Academy information sessions and visit the guidance offices at the local high schools. Teachers are available during new student orientation to meet students and explain the supplies needed. Our guidance counselors visit the fifth grades at local elementary schools to discuss expectations, classes and summer reading. Additionally, our neighboring high school brings in pertinent information regarding high school academies which affords 8th grade students smooth transition to next level.

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.

Take Stock in Children college scholarships(Industry Certifications: Agriculture, Keyboarding-CTE, Future Farmers of America, Health and Consumer Science, Fellowship of Christian Athletes, Athletic Sponsors, Yearbook, Band, Chorus, Student Council, National Jr. Honor Society, Science Fair, Future Business Leaders of America, 3C's (Male Enrichment Program).

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

Strategies used to advance college and career awareness

- 1) Inviting business stakeholders to share with student body concerning career expectations.
- 2) Organize a community log and event for employ-ability skills by working as a partner with stakeholders.
- 3) Develop a relationship/partnership with the community and businesses to change the economic and societal needs by preparing students with employment and training skills.
- 4) Industry representative presents students with resources and incite about how the operation is managed.

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

- 1) Business Skills is a prerequisite course that teaches and prepares students for being proficient in Business Application, documents, and keyboarding skills as well as business.
- 2) Intro to Technology Course is rigorous and requires students to take an Industry Certification test for MOS-Microsoft Office Specialist.
- 3) Intro to Agricultural or Agricultural 1: Students have the opportunity to learn about livestock, poultry, and horticulture, as well as leadership and teamwork.
- 4) Orientation to Careers gives our students the opportunity to explore and learn about careers in all aspects of life.
- 5) Introduction to Health Sciences is a course that prepares students who are seeking a career in the health industry.
- 6) Fashion and Interior Design courses prepares students and gives them a sense of how to begin the process of becoming a fashion, building, architectural, or interior designer.

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.

Leave the same...

- 1) Student achievement is being integrated throughout Career and technical education classes through
 - a. cross-curricular teaching,
 - b. modeling
 - c. collaborative learning environments with academic courses to enhance student skills and learning through
 - i. hands on projects,
 - ii. technology research based adventures
 - iii. career oriented explorations

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.** improve student performance in ELA school wide as measured by FSA from 55% (2016) proficient to 66% proficient during the 2016-2017 school year
- G2.** Improve student performance in math school wide as measured by the FSA from 62% (2016) proficient to 73% proficient during the 2016-2017 school year

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. improve student performance in ELA school wide as measured by FSA from 55% (2016) proficient to 66% proficient during the 2016-2017 school year **1a**

 G086046

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal **3**

- Time for additional training
- Collaboration with other teachers

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Collaborative Groups
- District Framework Structure
- Achieve 3000
- Accelerated Reader
- CAR-PD

Plan to Monitor Progress Toward G1. **8**

To ensure the effectiveness of the goal of increased student achievement, student work samples and lesson plans will be collected and reviewed. Classroom observations and Learning Walks will be conducted , Administration will attend Collaborative meetings between teachers.

Person Responsible

Anthony Williams

Schedule

Weekly, from 9/9/2016 to 5/29/2017

Evidence of Completion

Students work samples, Lesson Plans, and Learning Walks

G2. Improve student performance in math school wide as measured by the FSA from 62% (2016) proficient to 73% proficient during the 2016-2017 school year **1a**

 G086047

Targets Supported **1b**

Indicator	Annual Target
Math Gains	73.0

Targeted Barriers to Achieving the Goal **3**

- Time for additional Training

Resources Available to Help Reduce or Eliminate the Barriers **2**

- collaborative lesson planning and sharing of ideas and resources
- Framework for Intentional Teaching through whole-group collaboration
- tutoring before and after school
- study hall class

Plan to Monitor Progress Toward G2. **8**

Students work samples, Lesson Plans, Performance Matters scores and other test data, and Learning Walks

Person Responsible

Christy Graham

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Teacher work samples, Students work samples, Performance Matters scores and other test data, Lesson Plans, and Learning Walks

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. improve student performance in ELA school wide as measured by FSA from 55% (2016) proficient to 66% proficient during the 2016-2017 school year **1**

 G086046

G1.B1 Time for additional training **2**

 B228682

G1.B1.S1 Teachers will meet on Teacher Tuesdays to plan and discuss engaging activities that will improve reading and writing across the curriculum. **4**

 S241147

Strategy Rationale

Improve student achievement by utilizing researched based strategies that focus on reading and writing in every content area

Action Step 1 **5**

Teachers will obtain additional training in reading and writing instructional skills.

Person Responsible

Juliet Cassidy-Floyd

Schedule

Monthly, from 9/15/2016 to 5/15/2017

Evidence of Completion

Learning walks, Lesson Plans and student work samples

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

To ensure implementation of the goal, learning walks will be conducted, teacher observations, reviewing lesson plans and follow-up forms.

Person Responsible

Anthony Williams

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Follow-up forms, Observations, Learning walks, Lesson Plans, and student work samples

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

performance matters benchmark scores

Person Responsible

Anthony Williams

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, follow-up forms, and student work samples

G1.B2 Collaboration with other teachers 2

 B228683

G1.B2.S1 Make a designated time for teachers to meet and collaborate, once a week for Collaborative Tuesday 4

 S241148

Strategy Rationale

Teacher Collaboration results in increased student achievement.

Action Step 1 5

Teachers will meet on Tuesdays by departments, subjects areas and teams to collaborate.

Person Responsible

Christy Graham

Schedule

Weekly, from 9/9/2016 to 5/19/2017

Evidence of Completion

Sign in logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

collaborative learning logs

Person Responsible

Christy Graham

Schedule

Weekly, from 8/12/2016 to 6/3/2017

Evidence of Completion

collaborative learning logs, common formative assessments, data notebooks

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Seeing evidence of increased student achievement with Research based strategies.

Person Responsible

David Burke

Schedule

Biweekly, from 9/16/2016 to 5/19/2017

Evidence of Completion

school achievement scores


G2. Improve student performance in math school wide as measured by the FSA from 62% (2016) proficient to 73% proficient during the 2016-2017 school year 1

 G086047

G2.B1 Time for additional Training 2

 B228684

G2.B1.S1 Collaborative Teaming will provide additional training and modeling of the Florida curriculum through weekly and monthly grade level and department group settings. 4

 S241149

Strategy Rationale

Enhance student learning through the implementation of the Framework for Intentional Teaching and the Gradual Release of Responsibility components.

Action Step 1 5

Collaborative Teaming will provide additional training and modeling of the Common Core curriculum at weekly grade level and department small group settings.

Person Responsible

Christy Graham

Schedule

Weekly, from 8/23/2016 to 5/29/2017

Evidence of Completion

Training Logs, completed assignments by teachers and students work samples

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

Administration will conduct Learning Walks, conduct Teacher Observations, and review lesson plans and student work samples

Person Responsible

Christy Graham

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Follow Up Forms, Lesson Plans, student work samples

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

To ensure the goal of increase in math scores is being met, data will be reviewed at the end of each nine weeks and Performance Matters Scores will be monitored after each testing cycle.

Person Responsible

Christy Graham

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Lesson Plans, reviewing nine weeks exams data, and Performance Matter Scores

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.B1.S1.A1 A312128	Teachers will obtain additional training in reading and writing instructional skills.	Cassidy-Floyd, Juliet	9/15/2016	Learning walks, Lesson Plans and student work samples	5/15/2017 monthly
G2.MA1 M321191	Students work samples, Lesson Plans, Performance Matters scores and other test data, and Learning...	Graham, Christy	8/10/2016	Teacher work samples, Students work samples, Performance Matters scores and other test data, Lesson Plans, and Learning Walks	5/19/2017 weekly
G1.B2.S1.MA1 M321186	Seeing evidence of increased student achievement with Research based strategies.	Burke, David	9/16/2016	school achievement scores	5/19/2017 biweekly
G1.B2.S1.A1 A312129	Teachers will meet on Tuesdays by departments, subjects areas and teams to collaborate.	Graham, Christy	9/9/2016	Sign in logs	5/19/2017 weekly
G2.B1.S1.MA1 M321189	To ensure the goal of increase in math scores is being met, data will be reviewed at the end of...	Graham, Christy	8/10/2016	Lesson Plans, reviewing nine weeks exams data, and Performance Matter Scores	5/19/2017 weekly
G2.B1.S1.MA1 M321190	Administration will conduct Learning Walks, conduct Teacher Observations, and review lesson plans...	Graham, Christy	8/10/2016	Follow Up Forms, Lesson Plans, student work samples	5/19/2017 weekly
G1.B1.S1.MA1 M321185	To ensure implementation of the goal, learning walks will be conducted, teacher observations,...	Williams, Anthony	8/10/2016	Follow-up forms, Observations, Learning walks, Lesson Plans, and student work samples	5/25/2017 monthly
G1.B1.S1.MA1 M321184	performance matters benchmark scores	Williams, Anthony	8/10/2016	Lesson Plans, follow-up forms, and student work samples	5/26/2017 monthly
G1.MA1 M321188	To ensure the effectiveness of the goal of increased student achievement, student work samples and...	Williams, Anthony	9/9/2016	Students work samples, Lesson Plans, and Learning Walks	5/29/2017 weekly
G2.B1.S1.A1 A312130	Collaborative Teaming will provide additional training and modeling of the Common Core curriculum...	Graham, Christy	8/23/2016	Training Logs, completed assignments by teachers and students work samples	5/29/2017 weekly
G1.B2.S1.MA1 M321187	collaborative learning logs	Graham, Christy	8/12/2016	collaborative learning logs, common formative assessments, data notebooks	6/3/2017 weekly

V. Professional Development Opportunities

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

G1. improve student performance in ELA school wide as measured by FSA from 55% (2016) proficient to 66% proficient during the 2016-2017 school year

G1.B1 Time for additional training

G1.B1.S1 Teachers will meet on Teacher Tuesdays to plan and discuss engaging activities that will improve reading and writing across the curriculum.

PD Opportunity 1

Teachers will obtain additional training in reading and writing instructional skills.

Facilitator

Mr. Williams

Participants

Oakleaf Junior High Teachers

Schedule

Monthly, from 9/15/2016 to 5/15/2017

G1.B2 Collaboration with other teachers

G1.B2.S1 Make a designated time for teachers to meet and collaborate, once a week for Collaborative Tuesday

PD Opportunity 1

Teachers will meet on Tuesdays by departments, subjects areas and teams to collaborate.

Facilitator

Christy Graham

Participants

All Teachers

Schedule

Weekly, from 9/9/2016 to 5/19/2017

G2. Improve student performance in math school wide as measured by the FSA from 62% (2016) proficient to 73% proficient during the 2016-2017 school year

G2.B1 Time for additional Training

G2.B1.S1 Collaborative Teaming will provide additional training and modeling of the Florida curriculum through weekly and monthly grade level and department group settings.

PD Opportunity 1

Collaborative Teaming will provide additional training and modeling of the Common Core curriculum at weekly grade level and department small group settings.

Facilitator

Department Leaders (Content Areas) and Mrs.Graham

Participants

Oakleaf Junior High School's faculty.

Schedule

Weekly, from 8/23/2016 to 5/29/2017

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	Teachers will obtain additional training in reading and writing instructional skills.				\$0.00
2	G1.B2.S1.A1	Teachers will meet on Tuesdays by departments, subjects areas and teams to collaborate.				\$0.00
3	G2.B1.S1.A1	Collaborative Teaming will provide additional training and modeling of the Common Core curriculum at weekly grade level and department small group settings.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0611 - Oakleaf Junior High	General Fund		\$0.00
			Notes: School Improvement Plan- \$50-\$100 per teacher (max 20) for Classroom Enrichment materials.			
Total:						\$0.00