2013-2014 SCHOOL IMPROVEMENT PLAN

Oakleaf Junior High

4085 PLANTATION OAKS BLVD
Orange Park, FL 32065
904-213-5500
http://www.clay.k12.fl.us/ols/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	No	33%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	52%

School Grades History

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Oakleaf Junior High

Principal
Janice E.Tucker

School Advisory Council chair
Pamela Flagg

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

Name	Title
Janice Tucker	Principal
Paul Goodier	Vice-Principal
Bridget Payne	Assistant Principal
Rebecca Billiot	Reading Coach/RTI
Arvilla Scureman	Support Facilitator/ITF
Wendy West	Media Specialist

District-Level Information

District
Clay

Superintendent
Mr. Charles E VanZant, Jr

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

Oakleaf's SAC is comprised of various administrative staff, teachers, support staff, parents and business community members. Officers-Pamela R. Flagg,(Chairperson) and Collin Roberts,(Recording Secretary). Oakleaf's SAC has seven parents, four teachers, and one business community member as well as administrative staff. Our strategic plan for this current school year is to increase our business community members.

Involvement of the SAC in the development of the SIP

SAC members input was solicited during the process of writing the 2013/2014 School Improvement Plan. Administrative staff and teachers' input was essential to writing the School Improvement Plan.

Activities of the SAC for the upcoming school year

The Oakleaf Junior High's SAC committee will meet to discuss business relating to the school's continual improvement. We will meet at least four times during the 2013/2014 school year. During the scheduled meetings, we will discuss school related business, budget items as it relates to teachers' funding requests, and implementing strategies to return to our "A" school status.

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

It is the intention of the Oakleaf's SAC committee 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. Our current budget balance is $13,070.00 . However, funding will be provided based on requests which will be determined by the SAC members as the school year progresses.

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

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

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

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Janice E.Tucker		
Principal	Years as Administrator: 15	Years at Current School: 2

Credentials	26 years in the field of education Certifications: Health Education K-12 Biology 6-12, Middle Grades Science 5-9 Education Leadership-all levels School Principal-all levels
Performance Record	Oakleaf Junior High School was awarded a grade of A by the Florida Department of Education based on student performance for the school years 2010-11 and 2011-12 and a grade B for the school year 2012-2013. Based on the Florida Comprehensive Assessment 2012, 68% of our 6th graders,65% 7th graders and 57% 8th graders scored level 3 and above in the area of Reading.Based on the Florida Comprehensive Assessment 2012,67% of our 6th graders,67% 7th graders and 65% 8th graders scored level 3 and above in the area of Mathematics. Based on the Florida Comprehensive Assessment 2013, 61% of Oakleaf's students made learning gains in Reading and Mathematics. EOC for Algebra 1, 99% of the students scored Level 3 and above.

Paul Goodier		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	Bachelor of Science degree from Tennessee State University and Masters of Science degree in Educational Leadership from the University of North Florida. 25 years teaching experience Certifications: Educational Leadership Heath and Physical Education-6-12
Performance Record	Oakleaf Junior High School was awarded a grade A by the Florida Department of Education based on student performance 2010-2012 and a grade B for the school year 2012-2013. Based on the Florida Comprehensive Assessment 2012, 68% of our 6th graders,65% 7th graders and 57% 8th graders scored level 3 and above in the area of Reading.Based on the Florida Comprehensive Assessment 2012,67% of our 6th graders,67% 7th graders and 65% 8th graders scored level 3 and above in the area of Mathematics. Based on the Florida Comprehensive Assessment, 61% of Oakleaf's students made learning gains in Reading and Mathematics. End of Course for Algebra 1, 99% of the students scored Level 3 and above.

Bridget Payne		
Asst Principal	Years as Administrator: 5	Years at Current School: 8
Credentials	Bachelor of Education Special Education Masters in Education School Counselor 26 years of teaching experience Certifications: Exceptional Student Education K-12 Elementary Education 1-6 Guidance and Counseling K-12 Educational Leadership School Principal Gifted Endorsement	
Performance Record	Oakleaf Junior High School was awarded a grade of A by the Florida Department of Education based on student performance 2010-2012 and a grade B for the school year 2012-2013.Based on the Florida Comprehensive Assessment 2011, 65% of the students scored proficient in Reading and 70% of the students scored proficient in Mathematics. Based on the Florida Comprehensive Assessment 2012, 68% of our 6th graders,65% 7th graders and 57% 8th graders scored level 3 and above in the area of Reading.Based on the Florida Comprehensive Assessment 2012,67% of our 6th graders,67% 7th graders and 65% 8th graders scored level 3 and above in the area of Mathematics. Based on the Florida Comprehensive Assessment, 61% of Oakleaf's students made learning gains in Reading and Mathematics. End of Course for Algebra 1, 99% of the students scored Level 3 and above.	

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Billiot		
Full-time / School-based	Years as Coach: 3	Years at Current School: 7

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	Bachelor of Science in Education Certified 6-12 Language Arts ESOL Endorsement K-12 Reading Endorsement K-12
Performance Record	Oakleaf Junior High School was awarded a grade of A by the Florida Department of Education based on student performance 2010-2012 and a grade B for the school year 2012-2013.Based on the Florida Comprehensive Assessment 2011, 65% of the students scored proficient in Reading. Based on the Florida Comprehensive Assessment 2012, 68% of our 6th graders,65% 7th graders and 57% 8th graders scored level 3 and above in the area of Reading. Based on the Florida Comprehensive Assessment 2013, 61% of Oakleaf's students made learning gains in Reading.

Classroom Teachers

# of classroom teachers
80

 # receiving effective rating or higher
59, 74%

 # Highly Qualified Teachers
34%

 # certified in-field
78, 98%

 # ESOL endorsed
16, 20%

 # reading endorsed
9, 11%

 # with advanced degrees
27, 34%

 # National Board Certified
2, 3%

 # first-year teachers
6, 8%

 # with 1-5 years of experience
20, 25%

 # with 6-14 years of experience

25, 31%

 # with 15 or more years of experience

28, 35%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

6

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Attend Clay County's Annual Recruitment Fair, Utilizes Soft Search -Clay County Inter-Office System, 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.

Teacher Mentoring Program/Plan

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

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

Oakleaf's mentoring program/plan consist 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.

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

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

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

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. At these monthly meetings, administrators and teachers 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 monthly 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

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

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 FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 60

Oakleaf Junior High's Math Tutoring program provides an open lab four days a week for students to access additional instruction. The Math Lab is staffed with two teachers each session.

Strategy Purpose(s)

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

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

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

Who is responsible for monitoring implementation of this strategy?

Mrs. Bridgett Payne-Assistant Principal

Strategy: Before or After School Program

Minutes added to school year: 0

Teachers offer students the opportunity to obtain additional assistance by offering tutoring sessions throughout the school year. Students are able to gain assistance in understanding the content , organizing, and test taking skills.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Teachers evaluate student's work samples, test retakes, and Focus grades.

Who is responsible for monitoring implementation of this strategy?

Teachers who are responsible for tutoring sessions-Oakleaf Junior School

Strategy: Before or After School Program
Minutes added to school year: 10

FCAT tutoring is provided to all level one students in the areas of Reading and Math who desire to participate. FCAT tutoring takes place in February. FCAT tutoring takes place after school for a period of four to six weeks.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students developmental scale score is analyzed after the FCAT scores are released to determine the effectiveness of tutoring.

Who is responsible for monitoring implementation of this strategy?

Bridget Payne-Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Jancie Tucker	Principal
Mr. Paul Goodier	Vice-Principal
Mrs. Bridget Payne	Assistant Principal
Rebecca Billiot	Reading Coach/RTI
Arvilla Scureman	Support Facitator/ITF
Wendy West	Media Specialist

How the school-based LLT functions

Desegregate school wide data for the purpose of improving student learning outcomes
Support teachers and students during the reading block by providing reading logs for student use
Offer school wide incentives for students who increase their reading time

Major initiatives of the LLT

Reading logs-Students complete reading logs throughout the school year about what is being read.
Monthly Book Club

Every Teacher Contributes to Reading Instruction

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

All teachers participate in a 20 minute reading block
Teachers assess students reading logs

30 certified NGCAR-PD teachers
Continual Common Core training to increase student learning outcomes and teacher knowledge

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	62%	No	74%
American Indian				
Asian	83%	85%	Yes	85%
Black/African American	59%	52%	No	63%
Hispanic	68%	64%	No	71%
White	76%	66%	No	78%
English language learners	48%	37%	No	54%
Students with disabilities	43%	26%	No	49%
Economically disadvantaged	60%	51%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	408	30%	35%
Students scoring at or above Achievement Level 4	434	32%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	843	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	24	7%	12%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	89	18%	23%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	66%	No	78%
American Indian				
Asian	93%	85%	No	93%
Black/African American	63%	51%	No	66%
Hispanic	73%	64%	No	75%
White	81%	73%	No	83%
English language learners	76%	26%	No	78%
Students with disabilities	43%	27%	No	49%
Economically disadvantaged	64%	55%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	413	34%	39%
Students scoring at or above Achievement Level 4	335	27%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	749	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	6%	11%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	134	10%	15%
Middle school performance on high school EOC and industry certifications	134	10%	15%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	13%	18%
Students scoring at or above Achievement Level 4	117	87%	91%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	497	26%	31%
Students scoring at or above Achievement Level 4	497	32%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	57	4%	

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Oakleaf Junior High School depends on parental support fand 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 and a host of other volunteer opportunities. Last year we realized a 8% parental involvement. Parents logged a total of 3,185 volunteer hours during the 2012/13 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement from 7.6% to 8.1%. Will continue to solicit parental support for various activites, committees, and projects. Parent Volunteer incentive programs such as Clay County's Gold and Silver Awards will be utilized as we continue to reach our targeted goal of increased parental involvement.	97	8%	13%

Goals Summary

G1. To increase student engagement utilizing Research Based Strategies

G2. Increase Reading comprehension and analysis skills cross curriculum utilizing Research Based Strategies

G3. Increase Writing Across the Content Areas utilizing Researched Based Strategies

Goals Detail

G1. To increase student engagement utilizing Research Based Strategies

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

Resources Available to Support the Goal

- Reading Coach, Kagen Cooperative Learning Strategies, and SIOP for ELL learners, and Teachers

Targeted Barriers to Achieving the Goal

- Time for additional Training

Plan to Monitor Progress Toward the Goal

To ensure the effectiveness of the goal of increased student engagement, 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 or Persons Responsible

Teachers-Language Arts, Science, Social Studies, CTE, and Physical Education

Target Dates or Schedule:

Begins August 8th, 2013 and will continue until the end of the current school year.

Evidence of Completion:

Students work samples, Lesson Plans, and Learning Walks

G2. Increase Reading comprehension and analysis skills cross curriculum utilizing Research Based Strategies

Targets Supported

Resources Available to Support the Goal

- Department Heads-provide Common Training to the Faculty

- SIOP- District Level Resource- A framework for organizing instruction, The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students.

Targeted Barriers to Achieving the Goal

- Time for additional Training

Plan to Monitor Progress Toward the Goal

Students work samples, Lesson Plans, and Learning Walks

Person or Persons Responsible

Mrs. Bridget Payne, Assistant Principal, Department Heads, and teachers

Target Dates or Schedule:

At Faculty meetings, during Learning walks, and at various check points in the training process. SIOP training will begin in January 2014.

Evidence of Completion:

Teacher work samples at Faculty meetings,Students work samples, Lesson Plans, and Learning Walks

G3. Increase Writing Across the Content Areas utilizing Researched Based Strategies

Targets Supported
- Reading (FCAT2.0, Learning Gains, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School FAA)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal
- Step Up to writing training and the use of the techniques, DBQs, Journaling.

Targeted Barriers to Achieving the Goal
- Time for PD and Teacher Knowledge
- Teachers only have time for PD training on Step Up to Writing before school and/or during academic hours.

Plan to Monitor Progress Toward the Goal

Student writing samples/journals, DBQ writing samples, Clay Writes, Learning Walks and 2014 FCAT Writing Scores

Person or Persons Responsible
Mrs.. Bridget Payne (Assistant Principal), and Teachers

Target Dates or Schedule:
After Clay Writes are administered, at the collection of writing samples from teachers and FCAT writing scores.

Evidence of Completion:
FCAT scores (2014), student samples and students work samples for teachers PLC completion points.

Action Plan for Improvement

Problem Solving Key

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

G1. To increase student engagement utilizing Research Based Strategies

G1.B1 Time for additional Training

G1.B1.S1 Teachers will meet on Teacher Tuesdays (bi-monthly)to plan and discuss engaging activities based on the Kagen Strategies to implement in their classrooms.

Action Step 1

Teachers will obtain additional training on Kagen Strategies for the purpose of increasing student engagement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teacher Tuesdays, beginning August 2013 throughout the school year.

Evidence of Completion

Learning walks, Lesson Plans and student work samples

Facilitator:

Mrs. Payne-Assistant Principal and Mrs. Billiot-Reading Coach

Participants:

Oakleaf Junior High Teachers

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

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

Person or Persons Responsible

Mrs. Bridget Payne

Target Dates or Schedule

Monthly- throughout the school year 2013/14.

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

At the implementation of each strategy- teacher observations, student work samples and lesson plans to ensure strategies are effective.

Person or Persons Responsible

Mrs. Bridget Payne

Target Dates or Schedule

At the implementation of each strategy- teacher observations, student work samples and lesson plans.

Evidence of Completion

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

G2. Increase Reading comprehension and analysis skills cross curriculum utilizing Research Based Strategies

G2.B1 Time for additional Training

G2.B1.S1 Department Heads will provide additional training and modeling of the Common Core curriculum at monthly Faculty meetings.

Action Step 1

Department Leaders will provide additional training and modeling of the Common Core curriculum at Faculty meetings.

Person or Persons Responsible

Mrs.Bridget Payne (Assistant Principal), and Department Leaders

Target Dates or Schedule

Monthly Faculty Meetings

Evidence of Completion

Training Logs, completed assignments by teachers and students work samples

Facilitator:

Department Leaders (Content Areas) and Mrs. Payne

Participants:

Oakleaf Junior High Schools' faculty.

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

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

Person or Persons Responsible

Bridget Payne-Assistant Principal (Professional Development and Curriculum)

Target Dates or Schedule

On-going throughout the school year 2013/14

Evidence of Completion

Follow Up Forms,Lesson Plans,student work samples

Plan to Monitor Effectiveness of G2.B1.S1

To ensure the goal of increase reading comprehension skills 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 or Persons Responsible

Mrs. Bridget Payne

Target Dates or Schedule

To ensure the goal of increase reading comprehension skills 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.

Evidence of Completion

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

G3. Increase Writing Across the Content Areas utilizing Researched Based Strategies

G3.B1 Time for PD and Teacher Knowledge

G3.B1.S1 Teachers will be trained on Step Up to Writing throughout the school year 2013/14 during school hours.

Action Step 1

Professional Development Training in the area of Writing for the purpose of increasing student writing scores will be conducted. Teachers will implement strategies obtain during Step-up to writing training to increase student writing skills.

Person or Persons Responsible

Language Arts, Science, Math and Social Studies teachers.

Target Dates or Schedule

Throughout the first quarter of school year 2013/14.

Evidence of Completion

Student samples, PD training logs, Clay Writes

Facilitator:

Trainer-Susan Law

Participants:

Language Arts, Science and Social Studies teachers.

Action Step 2

PD Training in the area of Writing for the purpose of increasing student writing scores.

Person or Persons Responsible

Language Arts, Science, Math and Social Studies teachers.

Target Dates or Schedule

Throughout the first quarter of school year 2013/14.

Evidence of Completion

Student samples, PD training logs, Clay Writes

Facilitator:

Susan Law

Participants:

Language Arts, Science, Math and Social Studies teachers.

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

Administrators will conduct Learning Walks, Classroom Observations, and ensure Ample examples/ modeling and training of desired implementations are completed.

Person or Persons Responsible

Mrs. Bridget Payne, Mrs. Tucker and Mr. Goodier

Target Dates or Schedule

August 2013 thru June 2014, on a monthly basis

Evidence of Completion

Sign in logs, student work samples, Completed Follow up forms

Plan to Monitor Effectiveness of G3.B1.S1

Data collected and reviewed will include lesson plans, students work samples and Clay Writes scores.

Person or Persons Responsible

Oakleaf Junior High's Administrators and teachers

Target Dates or Schedule

After Clay Writes are administered, at the collection of writing samples from teachers and FCAT writing scores.

Evidence of Completion

FCAT scores (2014), student samples and students work samples for teachers PLC completion points.

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. To increase student engagement utilizing Research Based Strategies

G1.B1 Time for additional Training

G1.B1.S1 Teachers will meet on Teacher Tuesdays (bi-monthly)to plan and discuss engaging activities based on the Kagen Strategies to implement in their classrooms.

PD Opportunity 1

Teachers will obtain additional training on Kagen Strategies for the purpose of increasing student engagement.

Facilitator

Mrs. Payne-Assistant Principal and Mrs. Billiot-Reading Coach

Participants

Oakleaf Junior High Teachers

Target Dates or Schedule

Teacher Tuesdays, beginning August 2013 throughout the school year.

Evidence of Completion

Learning walks, Lesson Plans and student work samples

G2. Increase Reading comprehension and analysis skills cross curriculum utilizing Research Based Strategies

G2.B1 Time for additional Training

G2.B1.S1 Department Heads will provide additional training and modeling of the Common Core curriculum at monthly Faculty meetings.

PD Opportunity 1

Department Leaders will provide additional training and modeling of the Common Core curriculum at Faculty meetings.

Facilitator

Department Leaders (Content Areas) and Mrs. Payne

Participants

Oakleaf Junior High Schools' faculty.

Target Dates or Schedule

Monthly Faculty Meetings

Evidence of Completion

Training Logs, completed assignments by teachers and students work samples

G3. Increase Writing Across the Content Areas utilizing Researched Based Strategies

G3.B1 Time for PD and Teacher Knowledge

G3.B1.S1 Teachers will be trained on Step Up to Writing throughout the school year 2013/14 during school hours.

PD Opportunity 1

Professional Development Training in the area of Writing for the purpose of increasing student writing scores will be conducted. Teachers will implement strategies obtain during Step-up to writing training to increase student writing skills.

Facilitator

Trainer-Susan Law

Participants

Language Arts, Science and Social Studies teachers.

Target Dates or Schedule

Throughout the first quarter of school year 2013/14.

Evidence of Completion

Student samples, PD training logs, Clay Writes

PD Opportunity 2

PD Training in the area of Writing for the purpose of increasing student writing scores.

Facilitator

Susan Law

Participants

Language Arts, Science, Math and Social Studies teachers.

Target Dates or Schedule

Throughout the first quarter of school year 2013/14.

Evidence of Completion

Student samples, PD training logs, Clay Writes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase Writing Across the Content Areas utilizing Researched Based Strategies	$315
	Total	$315

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
Professional Development Funds	$315	$0	$315
Professional Development	$0	$0	$0
Total	$315	$0	$315

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Increase Writing Across the Content Areas utilizing Researched Based Strategies

G3.B1 Time for PD and Teacher Knowledge

G3.B1.S1 Teachers will be trained on Step Up to Writing throughout the school year 2013/14 during school hours.

Action Step 1

Professional Development Training in the area of Writing for the purpose of increasing student writing scores will be conducted. Teachers will implement strategies obtain during Step-up to writing training to increase student writing skills.

Resource Type

Evidence-Based Materials

Resource

Step-up to Writing Training

Funding Source

Professional Development Funds

Amount Needed

$315

Action Step 2

PD Training in the area of Writing for the purpose of increasing student writing scores.

Resource Type

Professional Development

Resource

Step-up to Writing Training

Funding Source

Professional Development

Amount Needed

$0