Oakleaf High School

2014-15 School Improvement Plan

Oakleaf High School

4035 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://ohs.oneclay.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	32%

Alternative/ESE Center	Charter School	Minority
No	No	55%

School Grades History

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

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Oakleaf High provides ongoing counseling and mentoring for students through our Guidance Department, Teacher/student mentoring program as well as school sponsored activities that meet the social-emotional needs of the student body.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Oakleaf High School works at building positive relationships with families to increase involvement through a plethora of communication methods, such as the use of the Focus Parent Portal where parents have continuous access to their student's academic progress. In addition, the use of the Edulink Systems to improve Parental Involvement and increase school-home communication. Oakleaf High fosters two way communication with parents by contacting parents of students whose grades fall below a C average. Newsletters are sent home by administration to keep parents informed and updated on academic progress of the school as a whole.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

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

School Leadership Team

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

Name	Title
Broskie, David	Principal
Randolph, Michael	Assistant Principal
Auguste, Tania	SAC Member

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Charlene Wissel	Parent
Lynn Sattesahn	Parent
Ben Hope	Parent
Allison Lewis	Parent
Kevin Wager	Parent
April Roberson	Parent
Leslie Lewis	Parent
Patricia Alvarenga	Parent
Roy Cress	Parent
Christina Duran	Parent
Annie Montegomery	Teacher
Melissa Kaplan	Teacher
Gary Jacobs	Teacher
Nicole Knight	Teacher
Kelly Morris	Teacher
Mary Carter	Teacher
David Broskie	Principal
Janet Lanier	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

Principal – David Broskie (Intervention Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation through assessments of school staff, provides communication between Leadership Team, staff, parents, and community stakeholders.
Select Administrators: Provides support for the principal's vision. Facilitates assessments of school staff to ensure implementation of plans and activities. Provides communication to Leadership Team, staff, parents, and community stakeholders.
Reading Coach - Mary Carter: Provides support and guidance for implementation of RtI in the school. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, professional development and support for implementing Tier 1, Tier 2, and Tier 3 intervention plans.
Department Head Teachers: A representative from each content area will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.
Select Guidance Counselors: Participates in collection, interpretation, and analysis of data. Facilitates

development of intervention plans along with providing support for professional development, interpretation of collected data, problem solving activities, and program evaluation.

Preparation of the school's annual budget and plan

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

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

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

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Broskie, David	Principal
Troutman, Brenda	Assistant Principal
Randolph, Michael	Assistant Principal
Tucker, Janice	Assistant Principal
Warmouth, Nate	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

The strategies implemented at Oakleaf High School to recruit and retain highly qualified, certified-in-field, effective teachers are:
1) Interview and then hire "Highly Qualified" candidates that demonstrate the ability to raise
student achievement
2) Facilitate Professional Learning Communities
Designed to address the needs/concerns of the faculty as a whole and to share best practices in the classroom
3) Promote Professional Development amongst faculty
Provide an array workshops for teachers, in order to foster continual growth and development in their area of expertise.
4)Recognize teachers who meet or surpass data targets
5) Foster two-way communication
Ongoing teacher support through conferencing with administration.
6) Tip Plus Program
Designated veteran teachers serve as mentors to teachers new to the profession
and district. Monthly support meetings are conducted to
address the needs/concerns and to share best practices.
Person Responsible- OHS Administration

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

The teacher mentoring program at Oakleaf High, consists of designated veteran teachers who serve as mentors to teachers new to the profession and the district. Monthly support meetings are conducted to address the needs/concerns and to share best practices.
Mentor-James DeMarie
Mentee-Edwin Ormeo
Rationale for pairing: Mr. DeMarie is an English teacher at Oakleaf High. He is a highly qualified veteran teacher who will assist in the development of lesson plans, classroom management and curriculum development. Mr. DeMarie is well versed in classroom techniques and how to use different strategies to reach all learning styles.
Planned Mentoring Activities Include-
Class visitations
Working together on lesson plans and lesson design
Sharing and Counseling
Provide helpful feedback for mentee

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 50

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Broskie, David, dbroskie@oneclay.net

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Oakleaf High offers a number of Career and Technical courses. Along with those courses Oakleaf offers an Academy program in Aerospace. All of these courses are set to actively engage the students in a field of study. These courses integrate the core and academic content while learning the skills or practice of the selected career field
Additional information: Dropout Prevention
• Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.
4 Elements/15 Strategies:
The Basic Core Strategies
• Mentoring/Tutoring
• Service Learning
• Alternative Schooling
• After School Opportunities
Early Interventions
• Early Childhood Education
• Family Engagement
• Early Literacy Development
Making the Most of Instruction
• Professional Development
• Active Learning
• Educational Technology
• Individualized Instruction
Making the Most of the Wider Community
• Systemic Renewal
• School-Community Collaboration
• Career and Technical Education
• Safe Schools

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

Oakleaf High School has increased the number of students taking advanced coursework (such as AP and Dual Enrollment) courses. This strategy will increase students readiness for the post-secondary level based on the annual analysis of the High School Feedback Report because more students will attempt college level courses while attending Oakleaf High School

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Oakleaf High School administers The Postsecondary Education Readiness Test (P.E.R.T.) as a strategy for improving students readiness. The purpose of the P.E.R.T. is to determine accurate

course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The assessment system includes Placement and Diagnostic tests in mathematics, reading and writing.

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

Strategic Goals Detail

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

G1. Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses. 1a

G045191

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Time for Professional Development; teacher compliance

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Michael Randolph

Schedule
Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion
A copy of teachers' weekly lesson plans

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

🔍 G045192

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- Time for PLCs

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Logs

G3. Using writing across all curriculum, with a focus on contextual-based support. `1a`

G045193

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	60.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- Time for Professional Development

Plan to Monitor Progress Toward G3. `8`

Effective Writing Instruction across all content areas.

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

FCAT Writes Clay Writes Formative/Summative Classroom Assessment Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Using instructional strategies that allow students to read, write, and speak, including contextual reading analysis and text dependent responses. 1

🔑 G045191

G1.B1 Time for Professional Development; teacher compliance 2

🔑 B111533

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

🔑 S122981

Strategy Rationale

Action Step 1 5

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

A copy of teachers' weekly lesson plans.

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

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

Person Responsible

Michael Randolph

Schedule

On 5/29/2015

Evidence of Completion

A copy of teachers' weekly lesson plans; PLC logs

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

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

Person Responsible

Michael Randolph

Schedule

On 5/29/2015

Evidence of Completion

A copy of teachers' weekly lesson plans.

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

🔑 G045192

G2.B1 Time for PLCs 2

🔑 B111534

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

🔑 S122982

Strategy Rationale

Action Step 1 5

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Logs

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

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Logs

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

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

PLC Logs

G3. Using writing across all curriculum, with a focus on contextual-based support. 1

🔑 G045193

G3.B1 Time for Professional Development 2

🔑 B111535

G3.B1.S1 Oakleaf High School will organize professional development communities (PLCs) for the 2013-2014 school year. 4

🔑 S122983

Strategy Rationale

Action Step 1 5

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

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

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

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

Effective Writing Instruction across all curriculum

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Clay Writes Formative/Summative Assessment Data Sample Student Work

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

Effective Writing Instruction across all content-areas.

Person Responsible

Michael Randolph

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Clay Writes FCAT Writes Formative/Summative Classroom Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	It is highly suggested that OHS teachers document at least fifteen text-dependent questions in their weekly lesson plans and collaborate to create common text dependent questions and assessments.	Randolph, Michael	8/11/2014	A copy of teachers' weekly lesson plans.	5/29/2015 weekly
G2.B1.S1.A1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Randolph, Michael	8/11/2014	PLC Logs	5/27/2015 weekly
G3.B1.S1.A1	OHS PLCs will study the essential question of "What distinguishes a Highly Effective Teacher from an Effective Teacher." Throughout PLCs, teachers will discuss and analyze effective writing instruction.	Randolph, Michael	8/11/2014	Departmental PLC agendas and student data that is collected and analyzed to improve writing instruction across all curriculum areas.	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.	Randolph, Michael	8/11/2014	A copy of teachers' weekly lesson plans	5/27/2015 weekly
G1.B1.S1.MA1	OHS teachers will document at least fifteen text-depenent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.	Randolph, Michael	8/11/2014	A copy of teachers' weekly lesson plans.	5/29/2015 one-time
G1.B1.S1.MA1	OHS teachers will document at least fifteen text-dependent questions in their weekly lesson plans. Teachers will collaborate to create common text-dependent questions and assessments.	Randolph, Michael	8/11/2014	A copy of teachers' weekly lesson plans; PLC logs	5/29/2015 one-time
G2.MA1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Randolph, Michael	8/11/2014	PLC Logs	5/27/2015 weekly
G2.B1.S1.MA1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Randolph, Michael	8/11/2014	PLC Logs	5/27/2015 weekly
G2.B1.S1.MA1	PLCs will focus on the work of improving teaching and learning. PLCs will shift teachers from isolation to collaboration, from remediation to intervention, and isolated assessments to collaborative common assessments.	Randolph, Michael	8/11/2014	PLC Logs	5/27/2015 weekly
G3.MA1	Effective Writing Instruction across all content areas.	Randolph, Michael	8/11/2014	FCAT Writes Clay Writes Formative/ Summative Classroom Assessment Data	5/27/2015 weekly
G3.B1.S1.MA1	Effective Writing Instruction across all content-areas.	Randolph, Michael	8/11/2014	Clay Writes FCAT Writes Formative/ Summative Classroom Data	5/27/2015 weekly
G3.B1.S1.MA1	Effective Writing Instruction across all curriculum	Randolph, Michael	8/11/2014	Clay Writes Formative/Summative Assessment Data Sample Student Work	5/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B1 Time for Professional Development; teacher compliance

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

PD Opportunity 1

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

Facilitator

OHS Administration, department heads, teacher-driven

Participants

OHS Classroom Instructors

Schedule

Weekly, from 8/11/2014 to 5/29/2015

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

G2.B1 Time for PLCs

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

PD Opportunity 1

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

Facilitator

Department Heads

Participants

OHS Instructors

Schedule

Weekly, from 8/11/2014 to 5/27/2015

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

G3.B1 Time for Professional Development

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

PD Opportunity 1

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

Facilitator

OHS Administration

Participants

OHS Classroom Instructors

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**