Oakleaf Junior High

2014-15 School Improvement Plan

Oakleaf Junior High

4085 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://olj.oneclay.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	33%

Alternative/ESE Center	Charter School	Minority
No	No	52%

School Grades History

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

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.

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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 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

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.

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.

School Environment

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

Registration Home Language Survey, CELLA Testing, ESOL Certifications, military counselor ie lunch bunch, Facebook School Page, School website, EduLink calls, 'Remind' Texting service.(Teaching Tolerance Project), Step-Up (socialization) Project

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 establish consistency throughout the school which will result in physically and emotionally safe learning environment.
Teachers were trained with Professional Development on Bully Prevention, classroom management protocol. The school takes part in Red Ribbon week as lead by the Guidance Department.

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

Refer to OLJHS Handbook on Discipline Procedures ie. lunch detentions, Before and After School Dentions, ISS and OSS through the Focus Data System
Time to Teach with the Refocus Buddy System
Teacher posted rewards and consequence ie. 6th grade B's
Individual teacher communication logs (Focus)
School-wide Tardy Policy
Strict adherence to the Dress Code

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

*Celebrating diverse strength by welcoming 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 and Positive Peer Interaction groups utilizing 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.
*Yellow Jacket peer mentor program,(JAMS), focuses on supporting new student 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.

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

*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 waring indicators, as school-based team shall convene to determine appropriate intervention strategies for the student.

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
	6	7	8	
Attendance below 90 percent	4	11	15	30
One or more suspensions	2	8	10	20
Course failure in ELA or Math	6	17	15	38
Level 1 on statewide assessment	5	15	11	31

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	8	21	34	63

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.

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 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.This year a new FaceBook School connection was launched as well as a large number of teachers maintain a class website.
(PIP is Title I Schools only)

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.

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
Goodier, Paul	Assistant Principal
Graham, Christy	Assistant Principal
Daly, Michelle	Assistant Principal
Williams, Anthony	Principal
Hoskins, Karen	Teacher, K-12
Conley, John	Teacher, K-12
Crim, Simone	Teacher, K-12
Roberts, Kimberlee	Teacher, ESE
Lawrence, Bonita	Teacher, K-12
Britt, Yalonda	Teacher, Career/Technical
Ray, Lisa	Teacher, Career/Technical
Billiot, Rebecca	Instructional Coach
Tibble, Rebecca	Teacher, K-12

Duties

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 high school 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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer McKeel	Teacher
Jan Clifton	Teacher
Christy Graham	Principal
Yolanda Brown	Parent
Shawn Vick	Parent
Angie Felix	Parent
Shelby Villareal	Business/Community
Perlita Martinez	Business/Community
Yalanda Britt	Teacher
Simone Crim	Teacher
Sundae Stubbs	Teacher
Andrea Coddington	Teacher
Michael Adams	Teacher
Kirby Gates	Business/Community
Maria Trouboul	Parent
Peggy Salazar	Parent

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

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. The school saw increases of 7 of 8 areas. Math % Proficiency showed no points gained, as a result of being in the higher achievement range. However, Writing showed gains but is still in the lower achievement quartile, therefor a focus area.

Development of this school improvement plan

SAC members input was solicited during the process of writing the 2014/2015 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.

Preparation of the school's annual budget and plan

SAC 2014/15 Current $3,741.82 +/- $40 (State Funds were $0 for 2014/15). Current balance is a result of past balances.

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 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. Our current budget is $3,000, and SAC voted to maintain a $1,000 balance. 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.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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
Daly, Michelle	Assistant Principal
Billiot, Rebecca	Instructional Coach
Roberts, Kimberlee	Teacher, ESE
Celani, Jennifer	Attendance/Social Work
Armstead, Kimberly	Psychologist

Duties

Describe how the LLT promotes literacy within the school

The LLT 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

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

Professional Development Sessions (PLCs)- Implementation of departmental and grade level PLCs
Common Planning
LDC (Literary Design Collaborative)
Science Fair (Cross Curriculum)
New teacher mentors

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

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. New Teacher Mentor Program and Teacher Leadership Opportunities

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

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

Curriculum Maps,Common planning, Common Assessments, (FLCCS Objectives posted pertaining to daily lessons), PLC weekly Collaboration, Walk- throughs

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

Walk Throughs,
Framework for Intentional and Targeted Teaching,
Achieve 3,000 for Reading,
PLCs, Teacher Lead small groups,
Carnagie Math,
Discovery Education,
Algebra Nation,
Intervention/ Inclusion classes,
Advanced classes,
Gifted classes,
Compass Learning Lab
Data notebooks,
Identifying student scores.
Instruction is adapted and supplemented to meet the diverse needs of individual students based on teacher observations and data collected from formative and summative assessments.

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
Daly, Michelle, mdaly@oneclay.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.

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

Sixth grade summer Buzz Camp, Academy Visits, New Student Orientation/ Tours (given by Guidance), 5th Grade Guidance Visits, as well as 9th Grade Guidance Visits.

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

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.

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 employability skills by working as a partner with stakeholder
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 present student with resources and incitation of how the operation is managed

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 student 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 over student the opportunity to explore and learn about careers in all aspects of life.
5) Introduction to Health Sciences is a course that prepares student who are seeking a career in the health industry.
6) Fashion and Interior Design course prepares student and gives them a sense of how to begin the process of becoming a fashion, building, architectural, or interior designer.

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

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 projects,
ii. technology research based adventures
iii. career oriented explortations

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.   To increase student engagement utilizing Research Based Strategies that focus of citing evidence that support student reasoning.

G2.   Empower increased student achievement in all core subject areas through the implementation of Professional Learning Communities to foster consistent teacher collaboration.

G3.   Increase Writing Across the Content Areas for all students utilizing Innovative Research Based Strategies

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. To increase student engagement utilizing Research Based Strategies that focus of citing evidence that support student reasoning. `1a`

Targets Supported `1b`

🔍 G045334

Indicator	Annual Target
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal `2`

- Reading Coach, Teachers, PLCs, District Framework Structure

Targeted Barriers to Achieving the Goal `3`

- Collaboration with other teachers

Plan to Monitor Progress Toward G1. `8`

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 Responsible

Christy Graham

Schedule

On 5/29/2015

Evidence of Completion

Students work samples, Lesson Plans, and Learning Walks as evidenced by One Clay Writes

G2. Empower increased student achievement in all core subject areas through the implementation of Professional Learning Communities to foster consistent teacher collaboration. `1a`

Targets Supported `1b`

🔑 G045335

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- 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 `3`

- Time for additional Training

Plan to Monitor Progress Toward G2. `8`

Students work samples, Lesson Plans, and Learning Walks

Person Responsible
Christy Graham

Schedule
On 5/29/2015

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

G3. Increase Writing Across the Content Areas for all students utilizing Innovative Research Based Strategies `1a`

Targets Supported `1b`

🔑 G045336

Indicator	Annual Target
FAA Writing Proficiency	50.0
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- Step Up to writing training and the use of the techniques, DBQs, Journaling.

Targeted Barriers to Achieving the Goal `3`

- 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 G3. `8`

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

Person Responsible
Anthony Williams

Schedule
On 5/29/2015

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

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. To increase student engagement utilizing Research Based Strategies that focus of citing evidence that support student reasoning. 1

G045334

G1.B2 Collaboration with other teachers 2

B111899

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

S123317

Strategy Rationale

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 9/9/2014 to 5/19/2015

Evidence of Completion

Sign in logs

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

Professional Learning Community

Person Responsible

Christy Graham

Schedule

Evidence of Completion

PLC logs, common formative assessments, data notebooks

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

Seeing evidence of increased student engagement with Research based strategies.

Person Responsible

Christy Graham

Schedule

Biweekly, from 9/16/2014 to 5/19/2015

Evidence of Completion

As evidenced by Classroom Walk Throughs

G2. Empower increased student achievement in all core subject areas through the implementation of Professional Learning Communities to foster consistent teacher collaboration. 1

🔑 G045335

G2.B1 Time for additional Training 2

🔑 B111900

G2.B1.S1 Department Heads will provide additional training and modeling of the Common Core curriculum at monthly Faculty meetings. 4

🔑 S123318

Strategy Rationale

Action Step 1 5

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

Person Responsible

Christy Graham

Schedule

On 5/29/2015

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

Schedule

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 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 Responsible

Schedule

Evidence of Completion

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

G3. Increase Writing Across the Content Areas for all students utilizing Innovative Research Based Strategies `1`

🔑 G045336

G3.B1 Time for PD and Teacher Knowledge `2`

🔑 B111902

G3.B1.S1 Periodic Professional development to empower teachers to engage students to use proper writing habits and techniques. Half day substitutes can be provided by departments during the school year. `4`

🔑 S123319

Strategy Rationale

Action Step 1 `5`

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 Responsible

Schedule

On 5/29/2015

Evidence of Completion

Student samples, PD training logs, Clay Writes

Action Step 2 `5`

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

Person Responsible

Anthony Williams

Schedule

On 5/29/2015

Evidence of Completion

Student samples, PD training logs, Clay Writes

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

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

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

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

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.B2.S1.A1	Teachers will meet on Tuesdays by departments, subjects areas and teams to collaborate.	Graham, Christy	9/9/2014	Sign in logs	5/19/2015 weekly
G2.B1.S1.A1	Department Leaders will provide additional training and modeling of the Common Core curriculum at Faculty meetings.	Graham, Christy	8/12/2014	Training Logs, completed assignments by teachers and students work samples	5/29/2015 one-time
G3.B1.S1.A1	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.		8/12/2014	Student samples, PD training logs, Clay Writes	5/29/2015 one-time
G3.B1.S1.A2	PD Training in the area of Writing for the purpose of increasing student writing scores.	Williams, Anthony	8/12/2014	Student samples, PD training logs, Clay Writes	5/29/2015 one-time
G1.MA1	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.	Graham, Christy	8/12/2014	Students work samples, Lesson Plans, and Learning Walks as evidenced by One Clay Writes	5/29/2015 one-time
G1.B2.S1.MA1	Seeing evidence of increased student engagement with Research based strategies.	Graham, Christy	9/16/2014	As evidenced by Classroom Walk Throughs	5/19/2015 biweekly
G1.B2.S1.MA1	Professional Learning Community	Graham, Christy	PLC logs, common formative assessments, data notebooks	one-time	
G2.MA1	Students work samples, Lesson Plans, and Learning Walks	Graham, Christy	8/12/2014	Teacher work samples at Faculty meetings,Students work samples, Lesson Plans, and Learning Walks	5/29/2015 one-time
G2.B1.S1.MA1	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.		Lesson Plans, reviewing nine weeks exams data, and Performance Matter Scores	once	
G2.B1.S1.MA1	Administration will conduct Learning Walks, conduct Teacher Observations, and review lesson plans and student work samples		Follow Up Forms,Lesson Plans,student work samples	once	
G3.MA1	Student writing samples/journals, DBQ writing samples,One Clay Writes, Learning Walks and 2014 FCAT Writing Scores	Williams, Anthony	8/12/2014	FCAT scores (2014), student samples and students work samples for teachers PLC completion points.	5/29/2015 one-time
G3.B1.S1.MA1	Data collected and reviewed will include lesson plans, students work samples and Clay Writes scores.		FCAT scores (2014), student samples and students work samples for teachers PLC completion points.	once	
G3.B1.S1.MA1	Administrators will conduct Learning Walks, Classroom Observations, and		Sign in logs, student work	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	ensure Ample examples/modeling and training of desired implementations are completed.		samples, Completed Follow up forms		

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. To increase student engagement utilizing Research Based Strategies that focus of citing evidence that support student reasoning.

G1.B2 Collaboration with other teachers

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

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 9/9/2014 to 5/19/2015

G2. Empower increased student achievement in all core subject areas through the implementation of Professional Learning Communities to foster consistent teacher collaboration.

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.Graham

Participants

Oakleaf Junior High Schools' faculty.

Schedule

On 5/29/2015

G3. Increase Writing Across the Content Areas for all students utilizing Innovative Research Based Strategies

G3.B1 Time for PD and Teacher Knowledge

G3.B1.S1 Periodic Professional development to empower teachers to engage students to use proper writing habits and techniques. Half day substitutes can be provided by departments during the school year.

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

Participants

Language Arts, Science and Social Studies teachers.

Schedule

On 5/29/2015

PD Opportunity 2

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

Facilitator

Graham

Participants

Language Arts, Science, Math and Social Studies teachers.

Schedule

On 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Empower increased student achievement in all core subject areas through the implementation of Professional Learning Communities to foster consistent teacher collaboration.	2,000
Grand Total	**2,000**

Goal 2: Empower increased student achievement in all core subject areas through the implementation of Professional Learning Communities to foster consistent teacher collaboration.		
Description	**Source**	**Total**
B1.S1.A1 - School Improvement Plan- $50-$100 per teacher (max 20) for Classroom Enrichment materials.	General Fund	2,000
Total Goal 2		**2,000**