SCHOOL NAME: OAKLEAF HIGH SCHOOL
School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Principal – David Broskie (Intervention Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of RtI through assessments of school staff, provides communication between RtI 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 RtI plans and activities. Provides communication to RtI 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.

School Psychologist: 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.

- Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate RtI efforts?

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 role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

RtI Implementation
- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.

Tier 1 data sources include, but not limited to:

-Florida Comprehensive Assessment Test (FCAT) for 9th and 10th grades (Performance Matters)

-Baseline reading assessments through Fare for grades 9th and 10th

-Algebra I prerequisite test (Class Roll)

-Report card and Interim grades. (Focus)

-End of Course Exams (Focus and Performance Matters)

-Review of Dashboard Discipline Records (Focus)

-Clay Writes (Focus)

-Science baseline Assessments through Performance Matters

Tier 2 data sources include:

-Fare for students scoring less than 245/300 on FCAT in 11th and 12th grade

-Intensive Reading courses for students scoring less than 245/ 300 on FCAT in 11th and 12th grade.

-Intensive reading data collection Fare testing

-Math Diagnostic assessments

-Data from after school tutoring programs (i.e. FCAT Workshops) (Workshop Teachers)

Student Assistance Program (SAP) from Clay Behavioral

Tier 3 data includes:

-Progress monitoring data from Tier 3 interventions (RtI documentation logs)

-Performance Matters subtest data for grades 9th, 10th, and students scoring less than 300 on FCAT in 11th and 12th grade

-Cool Tools (Classroom Teachers)

-Precision Teaching (Classroom Teachers)

-Diagnostic Assessment in Reading (DAR) (Intensive Reading Teachers)

-Functional Behavioral Assessment (ESE Teacher or Intervention Team Facilitator)

- Student Assistance Program (SAP) from Clay Behavioral
- Describe the plan to train staff on RtI.

Professional development will be provided in October to ensure understanding of RtI and its processes. Small group instruction will occur in departments throughout the year where research-based instructional strategies, progress monitoring techniques, and intervention implementations developed by the RtI Team to meet the needs of Tier 1, Tier 2, and Tier 3 learners will be shared. An online PR session entitled: Florida RtI Introductory Training Course will also be offered to teachers in October.

The team will also evaluate additional professional development needs during the RtI

Literacy Leadership

- Identify the school-based Literacy Leadership Team (LLT).

Principal (Team Facilitator): Facilitates a common vision based upon data to be used in decision-making. Ensures implementation of LLT through assessments of school staff, provides communication between the Leadership Team, staff, parents, and community stakeholders.

Assistant Principals: Provides support for the principal's vision. Facilitates assessments of school staff to ensure implementation of LLT plans and activities. Provides communication to LLT Leadership Team, staff, parents, and community stakeholders.

Reading Coach: Provides reading plan through evaluation of school core content standards, identified student needs, and research-based strategies. Analyzes data to identify at-risk students in order to provide intervention strategies, progress monitoring, and professional development.

All Department Chairs: A representative from each content area will provide information about core instruction, participate in student data collection, and implement initiatives of the LLT.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
  The literacy team will meet with teachers during their department meetings and/or one-on-one throughout the year in order to discuss assessment results and student reading. These meetings will involve going over the teachers' lesson plans and other vital data in order to address individual student needs. As a result of these meetings, the literacy team will be able to document the teaching of reading
- What will be the major initiatives of the LLT this year?

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

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Elementary Schools Only: Pre-School Transition

- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413(b) F.S.

- For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.
  Oakleaf High School will use the research based strategy of reading across the curriculum to ensure that teaching reading strategies is the responsibility of every teacher. As part of the reading across the curriculum strategy, teachers will participate daily in an uninterrupted, 30-minute reading block, called Enrichment, which will be documented in their lesson plans. Teachers will also document and implement the use of essential reading skills in their lesson plans to ensure that reading strategies are being taught by every teacher.

2012-2013 School Improvement Plan

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

  Oakleaf High School offers a number of career and Technical Courses. Along with those courses Oakleaf offers Academy programs in Agriculture and Aerospace. All these courses are set to the core academic content while learning the skills or practice of 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

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.
- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

students taking advanced coursework (such as AP and Dual Enrollment) courses from its first year. 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.

School District of Clay County

Smart Goals					
Smart = **S**pecific **M**easurable					

Attainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading_ **Goal 2:** Student Performance Content Area:_ Math_ **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science_ **Goal 5**:_ Parental Involvement_ **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 1: By the 2012-2013 school year, Oakleaf High School will increase the percentage of 9th grade students scoring a Level 3 or higher on the Reading FCAT 2.0 by 10%, as well as increase the percentage of 10th grade students scoring a Level 3 or higher by 14% on the 10th grade Reading FCAT 2.0.					
Strategies, Indicators and Progress Measures					
I. Strategy 1: *Implement the research based strategy of Essential Skills acquisition, as well as utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies that are directly aligned with the Next Genereation Sunshine State Standards (NGSSS*).					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II.Adult Implementation Indicator (s): **100% of teachers will implement the research based strategies of Essential Skills acquisition, as well as utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies that are directly aligned with the Sunshine State Standards by 2015.**	**9th - 65% (35%)** **10th - 65%(35%)** **11th - 65%(35%)** **12th - 65%(35%)**	9th - 80%(20%) 10th - 80%(20%) 11th - 80%(20%) 12th - 80%(20%)	9th - 90% (10%) 10th - 90%(10%) 11th - 90%(10%) 12th - 90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

III. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA Students will consistently increase their FCAT Reading scores until reaching 100% proficiency (Level 3 or above) in 9th and 10th grades by 2015. (Percent increase per year) "	9th - 64% (46 %) 10th - 50% (50%)	9th – 76 (24%) 10th – 65% (35%)	9th – 88% (12%) 10th – 80% (20%)	9th – 100 10th – 100	9th – 100 10th – 100

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
1.1 **Teachers will utilize researched based essential skills as objectives to drive classroom instruction.** **Task 1: Teachers will implement and document Oakleaf High School's Essential Skills in their lesson plans.**	*Lesson Plan*	*Department Head, Principal*	*2012- 2013*	*Copy of Oakleaf High School essential skills*	*Possible PD on Lesson Planning*	*No cost*
1.2Teachers **utilize enhanced classroom technology** **Task 1:** Teachers will receive training (if needed) on using the enhanced technology, such as smart boards, projector, and Automated Response System (clickers), in their classroom.	*Sign-in- sheet*	*Principal*	*Pre-planning*	*Appropriate Functioning Technology in all classrooms*	*IS Dept. for training on smart boards and projectors*	*No cost*

1.3 ***utilize Delaware Common Core question stems to create authentic assessments.*** **Task 1:** Teachers will use FCAT 2.0 question stems to create authentic assessments based on the Common Core Standards	*Lesson Plan*	*Dept. Head, Principal*	*2012-2013*	*Copy of FCAT 2.0 question stems provided by the Florida Doe*	*Possible PD Higher Order questioning Technique*	*No Cost*

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 2. **Goal 2:** By the 2012-2013 school year, Oakleaf High School will increase the percentage of students scoring in the "high" category of the Algebra I End-of-Course exam by 20%					
Strategies, Indicators and Progress Measures					
I. **Strategy 2: Implement the research based strategy of differentiated instruction (with an emphasis on higher-order questioning techniques) in order to increase the cognitive thinking of student**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
II. **Adult Implementation Indicator (s):** 100% of teachers will implement the research based strategy of differentiated instruction, with an emphasis on higher-order questioning, in order to	9th - 65% (15%) 10th -65%(15%) 11th -65%(15%) 12th –65%(15%)	9th- 80%(20%) 10^{th}80%(20%) 11^{th}80%(20%) 12th- 80(20%)	9th -90%(10%) 10th-90%(10%) 11th 90%(10%) 12th-90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

III. **Student Performance Indicator (s):** **Students will consistently increase their Algebra I End-of-Course exam scores until reaching 100% proficiency ("highly" rated) by 2015. (Percent increase per year)**	10th – 53 (47%)	10th - 64% (46%)	10th - 93% (7%)	10th - 100%	10th - 100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
2.1 *will utilize researched based essential skills as objectives to drive classroom instruction.* **Task 1:** Teachers will implement and document Oakleaf High School's Essential Skills in their lesson plans as part of the research-based strategy of reading across the curriculum.	*Lesson Plan*	*Department Head, Principal*	*2012- 2013*	*Copy of Oakleaf High School's Essential skills*	*Possible PD on Lesson planning*	No Cost
2.2 *Teachers utilize enhanced classroom technology* **Task 1:** Teachers will receive training (if needed) on using the enhanced technology, such as smart boards, projector, and Automated Response System (clickers), in their classroom.	Sign-in sheets Feedback	*Principal*	*Preplanning-on-- going*	*Appropriate functioning technology in all classroom*	*IS dept for training on smart boards and projectors*	*No Cost*
2.3 *demonstrate knowledge of research based best practices of writing across the curriculum* **Task 1:** Teachers will be provided with professional development and support on how to implement the use of writing across the curriculum by holding after-school PLCs where Language Arts teachers model effective writing strategies	*Lesson Plans ,students work samples*	*Dept. head, principal*	*On going throughout the year*	*Collaboration with Colleagues in PLC*	Possible PD on effective creation of cognitive questions	*No Cost*

2012-2013 School Improvement Plan

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: <u>Reading</u> **Goal 2:** Student Performance Content Area:<u> Math</u> **Goal 3:** Student Performance: Content Area: <u>Writing</u> **Goal 4**: Student Performance Content Area: <u>Science</u> **Goal 5**:<u> Parental Involvement</u> **Goal 6:** <u>Other: Ex. School Climate, Attendance, other measureable school-specific goal,</u>					
Goal 3: By the 2012-2013 school year, Oakleaf High School will increase the percentage of 10th grade students scoring a Level 4 or higher on the **Writing** FCAT 2.0 by 5%					
Strategies, Indicators and Progress Measures					
I. **Strategy 3: implement the research based strategy of writing across the curriculum, with an emphasis on relating and integrating various subject matters into writing instruction.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** 100% of teachers will implement the research based strategy of writing across the curriculum, with an emphasis on relating and integrating various subject matters into writing instruction.	9th - 65% (35%) 10th - 65% (35%) 11th - 65% (35%) 12th - 65%(35%)	9th - 80% (20%) 10th - 80%(20%) 11th - 80%(20%) 12th - 80%(20%)	9th -90%(10%) 10th 90%(10%) 11th 90%(10%) 12th90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 100%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. **Student Performance Indicator(S):** Students will consistently increase their FCAT Writing 2.0 scores until reaching 100% proficiency (Level 4 or above) in 10th grade by 2015. (Percent increase per year)	10th- 49% (51%)	10th- 70% (30%)	10th- 85% (15%)	10th- 100	10th – 100

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
3.1 *will utilize researched based essential skills as objectives to drive classroom instruction.* **Task 1:** Teachers will write across the curriculum with a focus on grammar, thesis, and document based evidence	Lesson Plan	Dept. head, principal	2012- 2013	Copy of Oakleaf High School's Essential Skills	Possible PD on Lesson Planning	No Cost
3.2 *Teachers utilize enhanced classroom technology* **Task 1:** Teachers will receive training (if needed) on using the enhanced technology, such as smart boards, projector, and Automated Response System (clickers), in their classroom.	Sign-in sheets, feedback	Principal	Pre-planning - on-going	Appropriate functioning technology in all classrooms	IS dept for training on smart board and projector	No Cost
3.3 *use the Delaware Common Core for content and grade level* **Task 1:** Provide and support opportunities for teachers to collaborate during common planning time, as well as department PLCs, to develop writing strategies that are aligned with the Delaware Common Core for each academic subject.	Sign-in sheets, lesson plans, demo classroom	Principal, dept. head, demo classroom teacher	*2012-2013*	Paper, ink, clipboards, student data	Possible PD on Effective Writing Strategies	*No Cost*

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 4: By the 2012-2013 school year, Oakleaf High School will increase the percentage of 11th grade students scoring "highly" on the Biology EOC by 10%					
Strategies, Indicators and Progress Measures					
I. **Strategy 4: Implement the research based strategy of Active Learning, focusing on metacognition and constructivism learning theories, to increase student comprehension of content area and advance student learning.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** 100% of teachers will implement research based strategy of Active Learning, focusing on metacognition and constructivism learning theories, to increase student comprehension of content area and advance student learning.	9th - 65% (35%) 10th - 65%(35%) 11th - 65%(35%) 12th - 65%(35%)	9th - 80% (20%) 10th -80%(20%) 11th - 80%(20%) 12th - 80%(20%)	9th - 90% (10%) 10th90%(10%) 11th90%(10%) 12th90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 100%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
lll. **Student Performance Indicator (s):** Using the 2010-2011 Science FCAT results as the baseline data, students will consistently increase their Biology EOC scores until reaching 100% "highly rated" by 2015. (Percent increase per year)	9-12 – 71% (29%) (based on medium and high scores)	9-12: 78% (12%)	9-12: 88% (12%)	9-12: 100%	9-12: 100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
4.1 *Will utilize researched based essential skills as objectives to drive classroom instruction.* **Task 1:** Teachers will implement and document Oakleaf High School's Essential Skills in their lesson plans, with a focus on higher-order questioning and thinking.	Lesson Plan	Dept. head, principal	2011-2012 school year	Copy of Oakleaf High School's Essential Skills	Possible PD on Lesson Planning	No Cost
4.2 *will engage students in active learning activities to reinforce subject-related content* **Task 1:** Teachers will incorporate metacognition problem-solving strategies, such as higher order thinking and active control over the cognitive process engaged in learning, into their daily instruction.	Lesson plans, feedback	Dept. head, principal	2012 – 2013 school year	Various metacognition strategies provided by dept. head	Possible PD on Lesson Planning	No Cost
4.3 *engage students in activities that require active participation* **Task 1:** Incorporate project based learning in daily instruction by students participating in various research-based activities, such as the Science Fair activities.	Participation numbers in Science Fair, lesson plans	Principal, teachers, dept. head	August 2012 - March 2013	Science project boards, location for Science Fair	N/A	N/A

Smart Goals						

Smart = Specific Measurable Attainable Realistic Timely					
Goal 1: Student Performance Content Area: Reading **Goal 2**: Student Performance Content Area: Math **Goal 3**: Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6**: Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 5: By 2013, **Parental Involvement** will improve by 20% over the previous year as measured by attendance at after-school and community events.					
Strategies, Indicators and Progress Measures					
I. **Strategy 5:** Implement the research based strategy of fostering collaboration between parents/stakeholders and school, emphasizing on effective communication, to support student learning.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** "100% of teachers will implement the research based strategy of fostering collaboration between parents/stakeholders and school, emphasizing on effective communication, to support student learning.	9th - 65% (35%) 10th - 65% (35%) 11th - 65% (35%) 12th - 65%(35%)	9th - 80% (20%) 10th - 80%(20%) 11th - 80%(20%) 12th - 80%(20%)	9th -90%(10%) 10th 90%(10%) 11th90%(10%) 12th90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

III. Student Performance Indicator (s): Grade levels will consistently increase parental involvement until reaching 100% improvement in attendance at all school events, which will positively impact students' academic achievement in all tested grades and content area by 2015.	9-12 -240	9-12- 288	9-12 -344	9-12- 469	9-12- 563

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
5.1 ***Teachers initiate communication between school and parents/stakeholders*** **Task 1:** Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events.	Newsletter, Improvements in parent communication	Teachers, Principal	2012-2013 school year (on-going)	Paper, copies	N/A	N/A
5.2 **Task 2:** Teacher will create and maintain up-to-date class websites communicating upcoming classroom events with parents/stakeholders.	*Class Website*	*Teacher, Principal*	2012 – 2013 school year (on-going)	Classroom technology	PD on Web page Creation and Training, Blackboard training	No Cost

5.3						

Smart Goals **Smart = S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 6: 2012, Oakleaf High School will reduce the number of students in the **Dropout Prevention Program** by 20%.					
Strategies, Indicators and Progress Measures					
I. **Strategy 6: Implement the research based strategy of student engagement to decrease the percentage of students entering the Dropout Prevention Program.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

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II. **Adult Implementation Indicator (s) :** "100% of teachers will implement the research based strategy of student engagement to decrease the percentage of students entering the Dropout Prevention Program.	9th - 65% (35%) 10th - 65%(35%) 11th - 65%(35%) 12th - 65%(35%)	9th - 80% (20%) 10th - 80%(20%) 11th - 80%(20%) 12th - 80%(20%)	9th -90%(10%) 10th 90%(10%) 11th 90%(10%) 12th 90%(10%)	9th - 100% 10th - 100% 11th - 100% 12th - 100%	9th - 100% 10th - 100% 11th - 100% 12th - 100%
	Discipline Data August 2011-2012	Discipline Data August 2012-2013	Discipline Data August 2013-2014	Discipline Data August 2014-2015	Discipline Data August 2015-2016
III. **Student Performance Indicator (s):** **The total number of students participating in the Dropout Prevention Program will decrease until no students remain in the program.**	**9-12 -103**	9-12 - 83	9-12 - 66	9-12 - 53	9-12 - 42

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1 *Department will provide personalized and individualized instruction and support* **Task 1:** Guidance will individually meet with students to create a personalized high school pathway aligned with the state of Florida's graduation requirements.	Student feedback, guidance sign-in sheets	Guidance Department	*2012-2013* school year.	N/A	N/A	N/A
6.2 *Teachers initiate communication between school and parents/stakeholders as part of the Early Intervention element for Drop-out Prevention.* **Task 1:** Staff will create a yearly calendar of events to add to the monthly newsletter informing parents of upcoming events. **Task 2:** Teachers/ principal will work with educational stakeholders within the community to ensure that students are making the most out of the wider community, through systematic renewel, school-community collaboration, and career and technical education.	Newsletter, Improvements in parent communication	Teachers, Principal	*2012-2013* school year.	Paper, copies	N/A	N/A
6.3 *Teachers will offer basic core strategies, such as mentoring/tutoring, service learning, or various after school activities, to prevent students from entering the Drop-out Prevention program.* **Task 1:** Teachers will implement research based strategies in their classrooms, such as Professional Developement, active learning, educational technology, and individualized instruction, to ensure that students are making the most of the instruction.	Teacher/Student sign-in sheets	Teachers, Guidance Counselors	*2012-2013* school year.	Classroom technology, teacher volunteers	PD on Individualized instruction, as well as effective methods for teaching	No Cost

2012-2013 School Improvement Plan

Include only school-based funded activities/materials and exclude district funded activities /materials.

Resources Needed: Material / Technology / Trainer			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Reading 1.1.1, 1.2.2, 1.3.1, 1.3.3, 1.4.1, 1.5.1, 1.5.2	copies	*0100.6400.0330.0661.0000*	*$1460.87*
Math 2.1.1, 2.1.3, 2.2.1, 2.2.2	copies	*0100.6400.0330.0661.0000*	*$1460.87*
Writing 3.1.1, 3.2.1	copies	*0100.6400.0330.0661.0000*	*$1460.87*
Science 4.1.1, 4.1.2, 4.2.1, 4.2.2	copies	*0100.6400.0330.0661.0000*	*$1460.87*
Parent Involvement 5.1.1, 5.1.2	copies	*0100.6400.0330.0661.0000*	*$1460.87*
School Climate 6.1.1, 6.1.2	copies	*0100.6400.0330.0661.0000*	*$1460.87*
Subtotal: $1460.87			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount
Conference/Workshop/Seminar/Institute/Online PD Goal and Action Step #(s) Title : College Board Advanced Placement Conference Location: Orlando, FL Dates: July 18-21 Sponsoring Educational Institution: The College Board	Mileage – 328 per person; $182 per person Meals Room: NA Registration: $1100 Substitute(s): NA	Budget Strip *0100.6400.0330.0661.0000*	*$1100.00*

Professional Learning Community
Goal and Action Step #(s)1.3.3, 2.2.2
Navigator Plus Activity Title:
   OHS 12-13: AP Teacher PLC- main ideas,
▸ supporting details
   -OHS 12-13 English Teacher PLC
	Materials List and Cost:	Budget Strip
		0100.6400.0330.0661.0000
			$

Lesson Study Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List & Cost: Substitutes	Budget Strip	*$*

School Workshop Goal and Action Step #(s) Navigator Plus Activity Title:	Materials List and Cost: Consultant Fee: Consultant Travel Expenses: Substitutes: Stipends:	Budget Strip	
Subtotal: $1100.00			
Other			
Goal Area and Action Step Number	Description of Resources	Budget Strip	Available Amount
Subtotal: $1100.00			
Grand Total: $1100.00			

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	**Professional Development Details** **Goal the Activity is Supporting Reading, Writing**			
	● Action Step #1.1; 1.2; 1.3; 3.1; 3.2 ● Name of Activity: OHS 12-13: AP Teacher PLC – main ideas, supporting details ● Dates of Activity: 10/16/2012 ● Name of Consultant or Facilitator: Michelle Daly ● Consultant Services Agreement (if applicable) ● Materials			**The focus is the AP Teacher PLC is to identify best teaching practices in regards to maid ideas and supporting details.**
	Budget Items Required			
	● Action Step # ● Name of Activity: OHS 12-13: Art Teachers In-Service #2 ● Funding Source: NA ● Cost of Consultant NA ● Cost of Materials: NA ● Cost of Substitutes (if applicable)			
Learning Community	**Professional Development Details** **Goal the Activity is Supporting Reading**			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	● Action Step #1.1; 1.3 ● Name of Activity: Differentiation through Common Core 9-12 ● Dates of Activity: 1st and 3rd Monday of the Month ● Title of Book or Focus			**The Goal of the PLC titled Differentiation through Common Core 9-12 is to assist teachers in effectively implementing Common Core strategies.**
	Budget Items Required			
	● Action Step # ● Cost of Book/Teacher Materials			
Lesson Study/Action Research	**Professional Development Details** **Goal the Activity is Supporting _____**			

(a teacher-driven and student-focused team who does research and development by carefully studying what actually goes on in the classroom. - must use Lesson Study form)	• Action Step # • Name of Activity • Dates of Activity • Teaching strategy or method to be researched		
	Budget Items Required		
	• Action Step # • Cost of Teacher Materials (If applicable)		
Timelines			
Start Date: August 2, 2012			
End date: September 21, 2012			
Budget			
Local FTE (function 6400-no project) Project – 0330.0661.0000 Project - Project -	$1460.87		
Total Internal PD Budget (no project & project funds)			

Approvals: (Signature's required)

Principal: _____ **Date:** ___/___/____

SAC Chair: _____ **Date:** ___/___/____

Hilda Manning: _____ **Date:** ___/___/____

Shannah Kosek: _____ **Date:** ___/___/____

2012-2013 School Improvement Plan

External Checklist
Training Not Provided by School/District

School Improvement Plan Supervisor: Shannah Kosek

Professional Development Assistant: Hilda Manning

Approval: ___ Yes ___ No (For office use only)

Background			

Background: The College Board Advanced Placement Conference.	Professional Development is an integral part of the School Improvement Plan. Teachers need proven, cur		

	rent instructional strategies to improve the performance of the students assigned to them.		
Objectives			
	Yes	**No**	**Comments**

	Yes	No	Comments
How is the training aligned to a research-based strategy for the Goal? In the comments section, please provide Goal and source of research-based strategy.			Goals: 2.1; 2.2; 2.3 – Researched based strategy of writing that transcends all forms of curriculum.
Training Details - Consultants			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			The College Board
Who will be trained?			Advanced Placement teachers
Date(s), Time(s), Location			July 18-21, 2012
Total Cost			$1100.00
Needs School Board approval			
Complete budget line for expenses			0100.6400.0330.0661.0000
Name of facilitator/person responsible			N/A
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	**Yes**	**No**	**Comments**
Name of educational organization providing the training.			
Who will be trained?			
Date(s), Location			
Total Cost			
Complete budget line for expenses			
Name of facilitator/person responsible			

	Ye s	No	Comments
Timelines			
	Ye s	**No**	**Comments**
Start Date August 2, 2012			
End Date September 21, 2012			
Budget			
Local FTE (function 6400-no project)			$1100.00
Project - 0100.6400.0330.0661.0000			
Project -			
Project -			
Total External PD Budget (no project & project funds)			$1100.00

Approvals: (Signature's required)

Principal: _____ **Date:** ___/___/____

SAC Chair: _____ **Date:** ___/___/____

Hilda Manning: _____ **Date:** ___/___/____

Shannah Kosek: _____ **Date:** ___/___/____