

2012-2013 School Improvement Plan

SCHOOL NAME: Oakleaf Junior High School

School Based Leadership Team

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Response to Instruction/Intervention (RtI)

- **Identify the school-based RtI Leadership Team.**

Principal – Provides a common vision for the use of data-based decision-making and oversees implementation of data-based instruction, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, communicates with parents and others in the learning community regarding school-based RtI plans and activities

Assistant Principal – Assists Principal in ensuring data-based decision-making and data-based instruction by staff is ongoing, ensures adequate professional development to support RtI implementation, assists with ongoing data analysis and disaggregation by staff

Select General Education Teachers - Provides information on core instruction in respective content areas, participates in student data collection and disaggregation, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in global data analysis of school-wide data results and trends.

Exceptional Student Education (ESE) Teachers – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through inclusion setting/activities. Participates in global data analysis of school-wide data results and trends.

Reading Coach – Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Leads RtI and intervention strategy based professional development for staff; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with screening/placement assessments of students; assists in implementation and design of progress monitoring, data collection and data analysis

School Intervention Coach - Facilitates and supports data collection activities; identifies systematic patterns of student need while working to district personnel to identify appropriate, evidence-based intervention strategies; assists with screening/implementation assessments of students; assists in implementation and design of progress monitoring, data collection and data analysis; assists school staff in RtI process including identification of at-risk students, conferences, parental input and strategy implementation and data collection

Media Specialist – Serves as the Technology Specialist for the school; Provides professional development for staff in the area of technology and implementation of technology programs; Assists in analysis of existing literature with relation to research based selections and reading level specific materials; ensures compliance with SMART goals of School Improvement Plan (SIP) and required updates; provides technical support to teachers and SBLT; assists with review of data analysis and collection

- **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 team meets once monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review FCAT and Performance Matters benchmark data; review progress monitoring data at the grade level and classroom level to determine trends and identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

- **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?**

The role of the SBLT is to provide the framework, guidance, and support necessary to make RtI meaningful and effective for all students. The SBLT will collaborate on evidence-based interventions, strategies and instructional procedures to determine instructional and professional development needs of the faculty. The SBLT will also review current student data to make strategy and instructional decisions for the school.

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.**
Baseline data: Performance Matters baseline and ongoing benchmark assessments; Performance Matters mid-year and end-of-year assessments; Florida Comprehensive

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Assessment Test (FCAT); Math Benchmark Tests (Core Curriculum); Science Benchmark Tests (Core Curriculum); Project Based Learning (Rubrics used for Science Projects); Clay Writes assessment data; FCAT Writing assessment

Administrators where training will focus on data-driven instruction and implementation of interventions. School Curriculum Council meetings will be held monthly and progress on the RtI process and implementation will be shared.

The RtI team will also evaluate additional staff PD needs during the monthly SBLT meetings

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?

- **Describe the plan to train staff on RtI.**

Professional Development will be provided during teachers' common planning time through professional learning communities which will occur throughout the year and during monthly faculty meetings. All school administrators and RtI team members participated in a four-day RtI Team Training in the Spring with a follow-up for all school administrators during the Summer Leadership Academy. Monthly Curriculum Council Meetings will be conducted for school administrators where training will focus on data-driven instruction and implementation of interventions. School Curriculum Council meetings will be held monthly and progress on the RtI process and implementation will be shared. The RtI team will also evaluate additional staff PD needs during the monthly SBLT meetings.

Literacy Leadership

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

Principal – Provides a common vision for the use of data-based decision making, ensures that the school-based leadership team is familiar with and adhering to the K-12 Reading Plan, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation; communicates with parents regarding reading plans and activities Assistant Principal - Assists Principal with data-based decision making and data disaggregation; ensures adequate professional development to support effective reading implementation and intervention strategies; communicates with staff regarding trends and initiatives Select General Education Teachers - Provide information about core and supplemental reading instruction, participates in student data collection; delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan. Exceptional Student Education (ESE) Teachers – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through inclusion classes, PLCs and Lesson Study. Reading Coach - Develops, leads and evaluates school core content standards/programs; identifies and analyzes literature on research-based curriculum assessments and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists in the development and implementation of progress monitoring, data collection, data analysis; leads and participates in the delivery of professional development School Intervention Coach – Provides guidance on K-12 Reading Plan; facilitates and supports data collection activities and disaggregation; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans. Media Specialist – Provides input and professional development on technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from Performance Matters and other on-line assessments

- **Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**

The team meets once a month in collaboration with the RtI team to review universal screening data and Performance Matters data and link to instructional decisions with regard to data-driven instruction; review progress monitoring data to identify professional development and meeting/exceeding benchmarks and students not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices; evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

- **What will be the major initiatives of the LLT this year?**

The LLT will work to effectively integrate the RtI process to ensure that students most “at risk” in reading receive intensive and immediate intervention services.

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- 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.
All teachers are responsible for conducting a 15-20 minute reading block every day during their assigned lunch period (either 3rd or 4th hour). The Media Specialist assists with obtaining books for class sets that the teachers may check out along with ordering, as needed, books using the ILL through Destiny. Reading through the content area is heavily stressed and strategies will be provided for teachers to use. Teachers will also be highly encouraged to take CAR-PD (currently have 20 plus teachers actively enrolled in CAR-PD) to understand research based strategies and techniques to use in textbook reading, outlining strategies, vocabulary instruction and the effective use of graphic organizers.

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?

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

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<ul style="list-style-type: none"> ■ Individualized Instruction Making the Most of the Wider Community ■ Systemic Renewal ■ School-Community Collaboration ■ Career and Technical Education ■ Safe Schools
<p><i>Postsecondary Transition</i> Note: Required for High School – Sec. 1008.37(4), F.S.</p> <ul style="list-style-type: none"> ● Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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>Fine Arts Participation</u>					
Goal 1: By 2013, the percentage of students who are proficient in the area of reading will increase by 3% for each grade level.					
Strategies, Indicators and Progress Measures					
I. Strategy 1: Implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction.					

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*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): “CAUSE DATA” 100% of OLJH teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines during instruction	50%	65%	80%	90%	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” OLJH students in all grades will consistently increase their Reading FCAT scores until the number of non-proficient students (Level 2 & below) has been decreased by 50% by 2016-2017.	6 th - 68% (32) 7 th - 65% (35) 8 th - 57% (43)	6 th - 71% (29) 7 th - 68% (32) 8 th - 60% (40)	6 th - 76% (24) 7 th - 72% (28) 8 th - 66% (34)	6 th - 80% (20) 7 th - 77% (23) 8 th - 72% (28)	6 th - 84% (16) 7 th - 83% (17) 8 th - 79% (21)

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/Funding Source

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<p><i>1.1 Teachers will integrate strategies within all lessons to help students integrate reading across all content areas</i></p> <p>Task 1: Teachers will use the before, during, and after reading strategies (i.e. directed note taking, anticipation guides, close reading strategies)</p> <p>Task 2: A school-wide 15 to 20 minutes daily reading block will be required for all students.</p>	<p><i>Benchmark assessments, lesson plans, student work, classroom Libraries</i></p>	<p><i>Teachers, Reading coach, administration, and the Media Specialist</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classroom technology, Graphic Organizers, Multi-level books of various genres, complex text exemplars, common planning time</i></p>	<p><i>NG CAR-PD, on-site facilitator, Lesson Studies, Common Core Professional Learning Communities, Kagan PLC, On-site PLC -The Art and Science of Teaching by R. Marzano</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p> <p><i>Kagan PLC PD Budget \$ 157 0100.6400.0330.0611.000 0</i></p>
<p><i>1.2 Teachers will increase use of more complex text</i></p> <p>Task 1: Teachers will incorporate texts of varying levels of text complexity in their routine with an emphasis on non-fiction texts & complex texts.</p> <p>Task 2: Teachers will provide instructional opportunities for students to read, discuss, and listen to complex texts for specific purposes.</p> <p>Task 3: All teachers will continue to develop classroom libraries and provide access to a variety of genres.</p>	<p><i>Classroom Libraries</i></p>	<p><i>All Teachers, Reading coach, administration, and the Media Specialist</i></p>	<p><i>On-going</i></p>	<p><i>Multi-level books of various genres, complex text exemplars</i></p>	<p><i>NG CAR-PD, on-site facilitator, Common Core Professional Learning Communities, On-site PLC -The Art and Science of Teaching by R. Marzano</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p>

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<p><i>1.3 Teachers will model students how to recognize organizational patterns within text.</i></p> <p>Task 1: All OLJH teachers will use strategies to recognize organizational patterns found in The Art and Science of Teaching by R. Marzano</p>	<p><i>Benchmark assessments, lesson plans, student work</i></p>	<p><i>Reading teachers, Reading coach, administration, and the Media Specialist</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classroom technology, Graphic Organizers, Multi-level books of various genres, complex text exemplars</i></p>	<p><i>NG CAR-PD, on-site facilitator, Common Core PLC, Lesson Studies</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p>
<p><i>1.4 Teacher will meet with small groups of students based upon need</i></p> <p>Task 1: All level 1 students in 7th/8th grade will receive instruction from an in-filed reading teacher using the Journey's I curriculum.</p> <p>Task 2: All reading level 2 students in 7th/8th grade will receive reading support and instruction from at least one teacher who has completed or who is currently taking NG CAR-PD.</p> <p>Task 3: All 6th grade level 1 and 2 reading students will receive reading instruction from an in-field reading teacher using the Bridges curriculum</p>	<p><i>Benchmark assessments, lesson plans, student work</i></p>	<p><i>Reading teachers, Reading coach, administration, and the Media Specialist</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classroom technology, Graphic Organizers, Multi-level books of various genres, complex text exemplars</i></p>	<p><i>None</i></p>	<p><i>No Cost</i></p>

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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>Fine Arts Participation</u>					
Goal 2. By 2013, students who are proficient in Math on FCAT 2.0 will increase for each grade level by 3% over the 2012 FCAT 2.0 scores.					
Strategies, Indicators and Progress Measures					
I. Strategy 2: Implement the research-based strategy of relating and integrating the subject matter with other disciplines.					
*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): “CAUSE DATA” 100% of the OLJH teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines.	50%	65%	80%	90%	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” OLJH students in all grades will consistently increase their Math FCAT scores until the number of non-proficient students (Level 2 & below) has been decreased by 50% by 2016-2017.	6 th – 66% (34) 7 th – 67% (33) 8 th – 65% (35)	6 th – 69% (31) 7 th – 70% (30) 8 th – 68% (32)	6 th – 73% (27) 7 th – 74% (26) 8 th – 72% (28)	6 th – 78% (22) 7 th – 79% (21) 8 th – 77% (23)	6 th – 83% (17) 7 th – 84% (16) 8 th – 83% (17)

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Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p><i>2.1 All math teachers will teach students to comprehend, analyze, re-write, and solve word problems.</i></p> <p>Task 1: The math teachers will conduct lesson studies on comprehending, analyzing, re-writing, and solving word problems.</p> <p>Task 2: The math teachers will develop a rubric to monitor & evaluate student understanding of comprehending, analyzing, re-writing, and solving word problems.</p>	<p><i>Navigator Plus / Rubric Developed, Lesson Plans, Student's work</i></p>	<p><i>Math Teachers, Department Head, Administrators</i></p>	<p><i>On-going</i></p>	<p><i>Enhanced classrooms, text books, Lesson Study Materials, common planning time</i></p>	<p><i>Common Core PLC's, Lesson Studies, Art & Science of Teaching PLC, Hands-On Equations, Kagan PLC</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p> <p><i>Hands-On PD Budget \$ 270 0100.6400.0330.0611.000 0</i></p> <p><i>Kagan PLC PD Budget \$ 157 0100.6400.0330.0611.000 0</i></p>

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<p><i>2.2 Teacher is available to students who need extra help.</i></p> <p>Task 1: The math teachers will be encouraged to offer weekly math tutoring to address the specific needs of the students.</p> <p>Task 2: The school will offer weekly math tutoring to all Math FCAT Level 1 & 2 students in Feb & March 2012.</p>	<p><i>Student Sign-In Logs</i></p>	<p><i>Math Teachers, Math Dept. Head, Administrators</i></p>	<p><i>February-March 2012, On-going for the individual tutoring</i></p>	<p><i>Enhanced classrooms, computers, text books, practice materials, copies, Teachers After-Hours</i></p>	<p><i>None</i></p>	<p><i>School Funds Project 1113 Object 0125 \$ TBD</i></p>
<p><i>2.3 The math teachers will integrate the use of higher order questioning in the classroom.</i></p> <p>Task 1: Task 1: Each teacher will document in their lesson plans specific higher order questions, to be asked orally, for each individual lesson being taught.</p>	<p><i>Teacher Lesson Plans, students' assessments</i></p>	<p><i>Math Teachers, Math Dept. Head</i></p>	<p><i>On-going</i></p>	<p><i>Common planning time</i></p>	<p><i>Common Core PLC's, Lesson Studies, Art & Science of Teaching PLC, Hands-on Equations</i></p>	<p><i>Hands-On Equations PD Budget \$ 270 0100.6400.0330.0611.000 0</i></p> <p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p>

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Goal 3: By 2013, the percentage of students in the 8 th grade scoring a 4.0 or better on the FCAT 2.0, will increase by a minimum of 10% over the 2012 FCAT 2.0 scores.					
Strategies, Indicators and Progress Measures					
I. Strategy 3: Implement the research-based strategy of relating and integrating the subject matter with other disciplines.					
*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): "CAUSE DATA" 100% of the OLJH teachers will implement the research-based strategy of relating and integrating the subject matter with other disciplines.	20%	50%	70%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator(S): “EFFECT DATA”</p> <p>OLJH students in 8th grade will consistently increase their Writing FCAT scores until the number of non-proficient students (Level 3.5 & below) has been decreased by 50% by 2016-2017.</p>	<p>8th - 31% (69)</p>	<p>8th - 41% (59)</p>	<p>8th - 51% (49)</p>	<p>8th - 61% (39)</p>	<p>8th - 66% (34)</p>
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>3.1 <i>Students will maintain a Reading Response Journal</i></p> <p>Task 1: Teachers will instruct students in the proper procedures for answering text questions with justifying the answer through quoted and paraphrased information pulled directly from the text/passage.</p>	<p><i>Benchmark assessments, lesson plans, students' reading response journals</i></p>	<p><i>Language Arts Teachers, Dept. Head</i></p>	<p><i>On-going</i></p>	<p><i>Common Planning Time</i></p>	<p><i>Lesson Study</i></p>	<p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p>
<p>3.2 <i>Teachers will increase use of more complex text in the classroom</i></p> <p>Task 1: Teachers will instruct students on how to read and respond to complex text.</p> <p>Task 2: Teachers will model how to apply reading strategies, critical thinking skills, inference making abilities to help students read, understand, and respond appropriately to questions relating to complex text.</p> <p>Task 3: The language arts teachers will conduct lesson studies on comprehending, analyzing, re-writing, and solving word problems.</p>	<p><i>Benchmark assessments, lesson plans, student work</i></p>	<p><i>Language Arts Teachers, Dept. Head</i></p>	<p><i>On-going</i></p>	<p><i>Common Planning Time, Lesson Study Materials, complex text exemplars</i></p>	<p><i>NG CAR-PD on-site facilitator, Common Core PLC, Kagan PLC, Lesson Studies, On-site PLC-The Art and Science of Teaching</i></p>	<p><i>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</i></p> <p><i>Kagan PLC PD Budget \$ 157 0100.6400.0330.0611.000 0</i></p> <p><i>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</i></p>

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<p>3.3 All teachers will hold students to the high expectations of following the Five Standard Writing Absolutes</p> <p>1) All teachers will demonstrate how students are to answer open-ended questions with complete sentences which will include a restatement of the question/topic.</p> <p>2) All responses to open-ended questions will follow one of the following response formats:</p> <ul style="list-style-type: none"> ● 1-3 sentences (R1) ● Short response will be a short paragraph (R2) ● Extended response will be a long paragraph or more than one paragraph (R3) <p>3) All sentences will begin with a capital letter.</p> <p>4) All sentences will end with the appropriate closing punctuation</p> <p>5) All sentences will express a complete thought/idea.</p>	<p>Benchmark assessments, lesson plans, students' work</p>	<p>Language Arts Teachers, Dept. Head</p>	<p>On-going</p>	<p>Common Planning Time, Posters</p>	<p>None</p>	<p>No Cost</p>
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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>Fine Arts Participation</u>					
Goal 4: By 2013, the students' academic performance in Science will improve by 6% over the 2012 FCAT 2.0 results.					
Strategies, Indicators and Progress Measures					
I. Strategy 4: Implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during 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): "CAUSE DATA" 100% of the OLJH science teachers will implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.	40%	60%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

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<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>OLJH students in 8th grade will consistently increase their Science FCAT scores until the number of non-proficient students (Level 2 & below) has been decreased by 50% by 2016-2017.</p>	<p>8th - 50% (50)</p>	<p>8th - 56% (44)</p>	<p>8th - 62% (38)</p>	<p>8th - 68% (32)</p>	<p>8th - 75% (25)</p>
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/Funding Source
<p>4.1 Teachers will integrate reading across the content area.</p> <p>Task 1: All science teachers will be CAR-PD trained by the end of 2013.</p> <p>Task 2: Teachers will implement CAR-PD strategies (anticipation guides, direct note taking, close reading) to help students understand complex, concept rich text.</p>	<p>Teacher Lesson Plans, Benchmark Assessments, Teacher-Made Tests, Teacher-Made Rubrics, Student Work & Science Project Notebooks</p>	<p>Teachers, Science Dept. Head</p>	<p>On-going</p>	<p>Science textbooks, science reference books, graphic organizers, common planning time</p>	<p>Common Core PLC's, Lesson Studies, CAR-PD on-site facilitator</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</p>
<p>4.2 Teachers model expectations of completing inquiry Project-Based Learning</p> <p>Task 1: All OLJH teachers will provide students with a science project workbook and will teach students inquiry project-based learning.</p> <p>Task 2: All science teachers maintain a collegial relationship with their students' other discipline teachers during inquiry project based learning.</p>	<p>Teacher Lesson Plans, Benchmark Assessments, Teacher-Made Tests, Teacher-Made Rubrics, Student Work & Science Project Notebooks</p>	<p>Teachers, Science Dept. Head</p>	<p>On-going</p>	<p>Science textbooks, science reference books, graphic organizers, common planning time</p>	<p>Common Core PLC's, Lesson Studies, CAR-PD on-site facilitator</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</p>
<p>4.3 Using Science curriculum and following county provided curriculum maps, all science teachers will teach cross-curricular content with provided embedded benchmarks.</p> <p>Task 1: All OLJH science teachers will conduct lesson studies implementing common core.</p>	<p>Teacher Lesson Plans, Benchmark Assessments, Teacher-Made Tests, Teacher-Made Rubrics, Student Work & Science Project Notebooks</p>	<p>Teachers, Science Dept. Head</p>	<p>On-going</p>	<p>Science textbooks, science reference books, curriculum maps, graphic organizers, common planning time</p>	<p>Common Core PLC's, Lesson Studies, CAR-PD on-site facilitator</p>	<p>Common Core PLC PD Budget No Cost 0100.6400.0330.0611.000 0</p> <p>Lesson Studies (subs) School Budget \$ TBD 0100.5100.0140.0611.000 0</p>

2012-2013 School Improvement Plan

Smart Goals Smart = Specific Measurable Attainable Realistic Timely					
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>Fine Arts Participation</u>					
Goal 5: By 2013, parental involvement will improve by 20% over the previous year as measured by attendance at after-school events and by monitoring the volunteer log & computing hours worked.					
Strategies, Indicators and Progress Measures					
I. Strategy 5: Implementing the research-based strategy of encouraging home/school communication with stakeholders to support 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): “CAUSE DATA” 100% of OLJH teachers will implement the research-based strategy of encouraging home/school communication with stakeholders to support learning.	40%	60%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

2012-2013 School Improvement Plan

<p>III. Student Performance Indicator (s): “EFFECT DATA”</p> <p>OLJH students in all grades will consistently increase their subject area FCAT scores until the number of non-proficient students has been decreased by 50% by 2016-2017.</p>	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4	See all content area FCAT data under Goals 1-4
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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technolog y / Trainer	Related PD	Funding/ Funding Source
<p>5.1 <i>Home/school communication will be enhanced by teachers by keeping teacher websites updated weekly with homework schedules and assignments. These websites will be provided to parents and will also be available on our school website. Teachers will also utilize FOCUS and have assignments and grades properly reflect the students' current record for the class.</i></p>	<p><i>Teacher Websites, Focus enrollment</i></p>	<p><i>Principal, Teachers</i></p>	<p><i>On-going</i></p>	<p><i>Teacher websites, School website, Focus, Computers, Bb</i></p>	<p><i>Blackboard Training for teachers choosing Bb to host their website.</i></p>	<p><i>No Cost</i></p>
<p>5.2 <i>Front office personnel and all teachers will actively encourage/solicit parents to be a part of our volunteer program, by providing volunteer forms for enrollment.</i></p>	<p><i>Volunteer Logs</i></p>	<p><i>Principal, Front Office Personnel, Teachers</i></p>	<p><i>On-going</i></p>	<p><i>Volunteer log, Parent sign-in sheets, volunteer forms</i></p>	<p><i>None</i></p>	<p><i>No Cost</i></p>

2012-2013 School Improvement Plan

<p>5.3 <i>Special events planned to encourage parental and student involvement: Science Fair, Math Fair, Literacy Expo, FCAT Night, Musical Events, and other special community events that may be hosted by the NJHS and/or Student Council.</i></p>	<p><i>Parent sign-in sheets at school events, School Calendar</i></p>	<p><i>Administration, Teachers</i></p>	<p><i>On-going</i></p>	<p><i>Parent sign-in sheets</i></p>	<p><i>None</i></p>	<p><i>No Cost</i></p>
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<p>Smart Goals Smart = Specific Measurable Attainable Realistic Timely</p>					
<p>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>Fine Arts Participation</u></p>					
<p>Goal 6: The goal for the 2012-13 school year is to improve upon the tradition of producing high level ensemble/ student performances which will translate into receiving invitations to perform and be recognized at prestigious venues</p>					
<p>Strategies, Indicators and Progress Measures</p>					

2012-2013 School Improvement Plan

<p>I. Strategy 6: Implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.</p>					
<p>*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.</p>	<p>Progress Measure August 2012</p>	<p>Progress Measure August 2013</p>	<p>Progress Measure August 2014</p>	<p>Progress Measure August 2015</p>	<p>Progress Measure August 2016</p>
<p>II. Adult Implementation Indicator (s) : “CAUSE DATA” 100% of OLJH Fine Arts teachers will implement the research based strategies of inquiry based instruction and integration of subject matter with other disciplines during instruction.</p>	80%	85%	90%	95%	100%
	<p>Discipline Data August 2011-2012</p>	<p>Discipline Data August 2012-2013</p>	<p>Discipline Data August 2013-2014</p>	<p>Discipline Data August 2014-2015</p>	<p>Discipline Data August 2015-2016</p>
<p>III. Student Performance Indicator (s): “EFFECT DATA” OLJH Band and Chorus teachers will consistently encourage and increase student participation in their respective programs until 30% of the student body are members of Band and Chorus.</p>	22%	24%	26%	28%	30%

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Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementatio n Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
<p>6.1 The OLJH Band & Chorus director will meet with the other content area teachers to offer strategies for increasing student awareness, interest & participation in the fine arts programs.</p>	<p><i>Department Meeting Minutes</i></p>	<p><i>Band Director / Chorus Director</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>	<p><i>No Cost</i></p>
<p>6.2 The OLJH Band and Chorus director will use recruiting methods, such as participating in community events, county competitions and performing at elementary feeder schools, to generate interest from incoming students.</p>	<p><i>Performance Dates</i></p>	<p><i>Band Director / Chorus Director</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>	<p><i>No Cost</i></p>
<p>6.3 The OLJH Art director will use recruiting methods, such as participating in community events to generate interest from incoming students.</p>	<p><i>Show Dates</i></p>	<p><i>Art Director</i></p>	<p><i>Ongoing</i></p>	<p><i>None</i></p>	<p><i>N/A</i></p>	<p><i>No Cost</i></p>

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 2010-11 SIP Proj 1181 \$772.43 2011-12 SIP Proj 1182 \$1761.01 2012-13 SIP Proj 1183 \$ 6415.00 TOTAL SIP Available: \$8948.44
Subtotal: \$0.00			
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source Complete Budget Strip	Available Amount FTE – No Proj 0000 \$ 2,543.70
Conference/Workshop/Seminar/Institute/ Online PD Goal and Action Step # Title : Advance-ED Florida Fall Conference/ External Accreditation Reviews & Training Location: Orlando, FL Dates: 10/8/12-10/9/12 Sponsoring Educational Institution: Southern Association of Colleges & Schools	Mileage: No Cost Meals: No Cost Room: No Cost Registration: Principal \$ 300.00 Substitute(s) N/A	Budget Strip Prof. Development Budget 0100.6400.0330.0611.0000	\$300.00

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<p>Professional Learning Community Goal and Action Step # Goals 1, 2 & 4 Action Steps: 1.1, 2.1, 3.2 Navigator Plus Activity Title: Cooperative Learning Strategies Implementation of cooperative learning strategies to increase student performance.</p>	<p>Materials List and Cost: Class building Cooperative Learning Activities Kagan Cooperative Learning</p>	<p>Budget Strip Prof. Development Budget 0100.6400.0330.0611.0000</p>	<p style="text-align: right;">\$157.00</p>
<p>Lesson Study Goal and Action Step # Goals 1-4 Actions Steps: 1.1-1.3, 2.1, 2.3, 3.1, 4.1, 4.2, 4.3 Navigator Plus Activity Title: Study Effectiveness of Strategies on Student Learning in Science, Language Arts and Math</p>	<p>Materials List & Cost: Substitutes: cost to be determined</p>	<p>Budget Strip School Budget 0100.5100.0140.0611.0000</p>	<p style="text-align: right;">\$ TBD</p>
<p>School Workshop Goal and Action Step #(s) Goals 1-4 Action Steps: 1.1-1.4, 2.1, 2.3, 3.1, 3.2, 4.1-4.3 Navigator Plus Activity Title: Common Core PLC</p>	<p>Materials List and Cost: No Cost Consultant Fee: N/A Consultant Travel Expenses: N/A Substitutes: N/A Stipends: N/A</p>	<p>Budget Strip</p>	<p style="text-align: right;">\$ 0.00</p>
<p>Subtotal: \$ 457.00</p>			
Other			
<p>Goal Area and Action Step Number</p>	<p>Description of Resources</p>	<p>Budget Strip</p>	<p>Available Amount</p>
<p>Hands On Equations; Goal 2 Action Steps 2.1, 2.3</p>	<p>Registration For 2 Teachers \$270 Substitutes: Cist TBD</p>	<p>Prof. Development Budget 0100.6400.0330.0611.0000 School Budget 0100.5100.0140.0611.0000</p>	<p style="text-align: right;">\$ 270.00 \$ TBD</p>
<p>Special Workshop – CAR-PD; Goals 1, 3, 4 Action Steps 1.1-1.4, 3.1-3.3, 4.1-4.3</p>	<p>Materials Provided by Reading Coach – No Cost</p>		<p style="text-align: right;">\$ 0.00</p>
<p>Subtotal: \$ 270.00</p>			
<p>Grand Total: \$ 727.00</p>			

2012-2013 School Improvement Plan

P.D.Activity	Details	Y	N	Comments
IF IT IS A:				
School-wide Training	Professional Development Details Goal the Activity is Supporting <u>Goals 1-4</u>			
	<ul style="list-style-type: none"> ● Action Step # - 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 ● Name of Activity – Common Core Training ● Dates of Activity – 9/19, 11/28, 1/23, 3/13, 5/22 ● Name of Consultant or Facilitator – Walker-Ford, McMurray, Pizzi, Hoskins, Payne ● Consultant Services Agreement – No Cost ● Materials – No Cost 			
	Budget Items Required		X	
	<ul style="list-style-type: none"> ● Action Step # - 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 ● Name of Activity – Common Core Training ● Funding Source – N/A ● Cost of Consultant – No Cost ● Cost of Materials – No Cost ● Cost of Substitutes – No Cost 			
Learning Community	Professional Development Details Goal the Activity is Supporting <u>Goals 1 - 4</u>			
(collaborative teams that gathers research and studies new programs or topics and shares their findings-must use Learning Community form)	<ul style="list-style-type: none"> ● Action Step # - 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 ● Name of Activity – Kagen Cooperative Learning ● Dates of Activity – January 2013 – May 2013 ● Title of Book or Focus – Kagen Cooperative Learning 			

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	<ul style="list-style-type: none"> Action Step # 1.1-1.4, 2.1, 2.3, 3.1-3.3, 4.3 Cost of Book/Teacher Materials - \$157 Funding Source – 0100.6400.0330.0611.0000 			
Lesson Study/Action Research	Professional Development Details Goal the Activity is Supporting <u>GOALS 1, 2, 4</u>			
(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)	<ul style="list-style-type: none"> Action Step # - 1.1, 1.3, 2.1, 2.3, 4.1-4.3 Name of Activity – Lesson Study Dates of Activity – November 2012 – May 2013 Teaching strategy or method to be researched – LA: Justification from Text, Math: Written explanation of how solution was determined, Science: Justification from Text 			
	Budget Items Required	x		
	<ul style="list-style-type: none"> Action Step # - 1.1, 1.3, 2.1, 2.3, 4.1-4.3 Cost of Teacher Materials – No Cost Cost of Substitutes – Cost TBD Funding Source – 0100.5100.0140.0611.0000 			
Timelines				
Start Date: August 2, 2012				
End date: September 21, 2012				
Budget				

2012-2013 School Improvement Plan

Local FTE (function 6400-no project)	\$ 2,543.70		
Project – Project - Project -			
Total Internal PD Budget (no project & project funds)	\$ 2,543.70		

Approvals: (Signature's required)

Principal: _____
 SAC Chair: _____
 Hilda Manning: _____
 Shannah Kosek: _____

Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___
 Date: ___/___/___

External Checklist - OLJH

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			
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2012-2013 School Improvement Plan

Background:	Professional Development is an integral part of the School Improvement Plan. Teachers need proven,	cur
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2012-2013 School Improvement Plan

	<p>ren t inst ruc tion al str ate gie s to imp rov e the per for ma nce of the stu de nts ass ign ed to the m.</p>		
Objectives			
	Ye s	No	Comments

2012-2013 School Improvement Plan

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.			Math, Action Step 2.1, 2.3 Source – Robert J. Marzano, Marzano's Nine High Yield Instructional Strategies
Training Details - Consultants			
Please use the comments section to provide the information requested.	Ye s	No	Comments
Consultant Name and Organization – Please provide the trainers name and the organization with which they are affiliated.			
Who will be trained?			
Date(s), Time(s), Location			
Total Cost			
Needs School Board approval			
Complete budget line for expenses			
Name of facilitator/person responsible			
Training Details – Conferences, Workshops, Seminars, Institutes, Online PD			
Please use the comments section to provide the information requested.	Ye s	No	Comments
Name of educational organization providing the training.			Hands On Equations
Who will be trained?			Two Math Teachers
Date(s), Location			November 15 & 16 Orange Park, FL
Total Cost			\$270.00
Complete budget line for expenses			0100.6400.0330.0611.0000
Name of facilitator/person responsible			Assistant Principal

2012-2013 School Improvement Plan

Timelines			
	Ye s	No	Comments
Start Date August 2, 2012			
End Date September 21, 2012			
Budget			
Local FTE (function 6400-no project)			\$270.00
Project -			NA
Project -			NA
Project -			NA
Total External PD Budget (no project & project funds)			\$0

Approvals: (Signature's required)

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

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

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

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