

Orange County Public Schools

Oak Hill Elementary



2017-18 Schoolwide Improvement Plan

Oak Hill Elementary

11 S HIAWASSEE RD, Orlando, FL 32835

<https://oakhilles.ocps.net/>

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

Orange - 1501 - Oak Hill Elementary - 2017-18 SIP
Oak Hill Elementary

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Oak Hill Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Oak Hill conducted an AdvanceEd survey given to students, teachers and parents to answer questions regarding school effectiveness and school climate. This is part of the School Advisory Committee's task force to conduct a needs assessment in order to improve the school's environment. SAC, PTA, and PLC meetings are held monthly, on the same day in succession, in order to collaborate with parents of different cultures to represent the ELL population of the school. This meeting format helps to build relationships between the school staff and parents. Cultural awareness activities and parent involvement activities are planned throughout the year to help build relationships between teachers, students and parents.

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

For the first two weeks of school, teachers review the school-wide procedures with students and how they shall be followed. The Student Code of Conduct is the written document that is presented to students each nine weeks by the dean and reinforced by teachers. Parent signatures are required to ensure parents are aware of school and district expectations. In addition, all classrooms, common area rules and expectations are under the umbrella of CHAMPS. On the first day of school, all students receive and review the school's agenda outlining all rules and procedures related to the school's organizational structure, security measures, guidelines related to morning arrival, afternoon dismissal, calendar events and all activities related to a safe and orderly environment. This approach ensures that our students are aware of expectations and safety procedures that will help to create an atmosphere of mutual respect between the faculty, staff, students and parents.

c. 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.

Oak Hill's School-wide behavioral expectations and system used to manage behavior to increase instructional time are implemented in the following ways:

- The Dean of Students and the classroom teachers conduct quarterly reviews of the

Code of Student Conduct. This review takes place within the first five days of each 9 weeks.

- The Procedural Handbook was revised by the Dean of Students and a training was provided during pre-planning.
- We utilize a teacher buddy system for alternate placement of students experiencing challenging behaviors to provide them with time to regroup and rethink choices.
- C.H.A.M.P.S. is used as a school-wide behavior plan to maintain structure within the academic environment during all parts of the day.
- New teachers are provided training and the resource book "First Days of School" to help them establish procedures and expectations.
- Agendas are used for daily home-school communication.
- Teachers are expected to maintain detailed records using an established discipline log which is referenced as needed.
- The Dean of Students has implemented a new behavior monitoring process incorporating the use of misconduct reports as another strategy to communicate with parents. The goal is to keep students in the classroom.

d. 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.

Oak Hill ensures the social-emotional needs of all students by providing counseling and mentoring services through the Exceptional Student Education programs and SEDNET providers. Our Staffing Specialist and Guidance Counselor meets with teachers, students and parents to discuss potential emotional and/or behavioral issues that can impact learning in students and provides guidance and support as needed. Guidance and counseling are provided to students who are experiencing emotional or behavioral setbacks with a specific focus on helping students identify the causes of what is disturbing them. This is done in an effort to minimize instructional time lost. Meetings are scheduled with parents, teachers and support personnel to determine effective intervention and action plans.

Our school provides backpacks and essential school materials free of charge, for students in need, through the STARS program and approved Partners in Education. Recommendations are made to parents on free community-based services to aid with needs of health, psychological, medical and religious support.

The results of our Best Practices for Inclusive Education (BPIE) assessment support a diverse student population with full range of students who live in the neighborhood school zone, including those with significant disabilities. Additionally, our 2017-2018 BPIE goal is to increase learning opportunities and resources for Students with Disabilities (SWD) to ensure social and emotional needs of students are met. Moreover, strategies related to an inclusive model for instruction is for the Exceptional Student Education (ESE) teacher to work collaboratively with General Education teachers to devise a plan to meet the needs of the ESE population.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school leadership team is assigned to specific areas to provide academic and behavior support. Our instructional reading and math coaches will delineate academic needs for reading, math and interventions for struggling students. Students with

indicators detected by our early warning system are also referred to our school social worker and MTSS team.

The team will monitor the following bi-weekly:

- 1) Attendance below 90%
- 2) Level 1 and 2 students in reading and math
- 3) One or more suspensions
- 4) Students attaining a D or F on report card in reading and/or math

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	6	11	11	8	12	0	0	0	0	0	0	0	62
One or more suspensions	0	3	3	7	2	11	0	0	0	0	0	0	0	26
Course failure in ELA or Math	1	3	30	12	28	31	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	26	30	43	0	0	0	0	0	0	0	99

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	2	5	10	18	34	0	0	0	0	0	0	0	70

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

At Oak Hill, we are actively working to decrease the number of absences and suspensions. The leadership team meets to discuss truancy and excessive tardiness. Thereafter, attendance meetings are held with parents once issues are identified. Individualized small group instruction in both reading and math are provided by our classroom teachers daily. Our math and reading coaches work with students through weekly push-ins. Our reading intervention or enrichment are taught daily to all students. After school tutoring is available to students in grades K-5 in both reading and math. Selected fifth grade students are tutored in math through the Minority Achievement Office (MAO). Selected third grade students are tutored in ELA through the accelerated reading department.

The MTSS team reviews data, sets goals, identifies students' strengths and weaknesses and identifies methods of progress monitoring. The team discusses students who are struggling, designs intervention plans and supports teachers with progress monitoring. After intervention has been implemented and monitored, the team reconvenes to assess the effectiveness of the intervention and recommends next steps. A district MTSS coach provides guidance and support to the school-based team regarding the MTSS process and implementation of effective intervention strategies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/423997>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Oak Hill reaches out to community businesses in an effort to build a relationship to enhance community involvement. Partnerships are formed under the Partners in Education program. Business partners provide materials and/or resources to the school and the school recognizes the businesses in the school newsletter. Oak Hill targets different partners on designated Spirit Nights; the focus is to encourage staff members, parents, students and businesses to join hands in an effort to support both the business partners and the school. Our Partners in Education are invited to participate in Teach-In educate our students about careers within the community. The Grandparents Program provides volunteers that assist students and teachers in classrooms. Volunteers are assigned to a specific grade level to assist struggling students with reading, math and/or writing.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jones, June	Principal
Welch, Pamela	Instructional Coach
Prater, Robert	Dean
Weaver-Baker, Terica	Guidance Counselor
Steele, Lula	Instructional Coach
Damers, Agustin	Assistant Principal

b. Duties

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

All members of the leadership/MTSS team serve as instructional leaders and practice shared decision making responsibilities. We meet weekly to discuss, review, plan, and determine plans of action to meet school improvement goals. This team consists of the following:

Dr. June P. Jones, Principal - Provides a common vision for the use of data-based decision making and ensures that the school-based team is implementing MTSS.

Mr. Agustin Damers, Assistant Principal- Provides support and guidance for the common vision for the use of data-based decision making and science department.

Mrs. Lula Steele - Curriculum Resource Teacher - Develops curriculum related support materials, leads Curriculum Planning Team projects and teacher meetings, provides support to the unfolding of school core content standards and programs, assists in the design and implementation of progress monitoring, data collection and analysis, plans/provides professional development, school improvement plan and assumes math coach's responsibilities.

Mr. Robert Prater, Dean of Students - Provides guidance and expertise in the area of student conduct and the development of making parent/student/teacher/school connections.

Ms. Terica Weaver-Baker, Guidance/Staffing Coordinator - Provides support and guidance in meeting the overall needs of students receiving ESE services, decreasing the disproportionate classification in Special Education. Conducts ESE/MTSS related meetings as needed, for the purposes of staffing, intervention, parent communication and student guidance.

Dr. Pamela Welch, Reading Coach - Provides guidance on the school reading plan, provides professional development and technical assistance to teachers regarding Tier I, II, III intervention reading plans with specific focus on decreasing the disproportionate classification in Special Education.

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

The process for aligning resources begins with school-based budgeting. In the general budget, funds are allotted based on each Full Time Equivalent (FTE). Federal dollars are used in addition to the general operating budget to accommodate the number of students and percent of students who receive free/reduce lunch. These budgets help to purchase positions within the school such as secretary, registrar, clerks, paraprofessionals, custodians, and media specialist, whereas Title I funds support the general fund by purchasing the reading coach, dean and family involvement contact positions. The district, schools general and Title I budgets also have a line item to purchase resources such as text books, computer hardware and software, intervention material and other supplemental material. Items are maintained by the districts inventory system that is performed each year.

Title I, Part C Migrant = The migrant department provides services and support to students in conjunction with the Title I Program.

Title I Part D = The district provides funds for the purpose of supporting the Educational Outreach program. These services work in conjunction with the truancy and dropout prevention program.

Title III = The district provides a Curriculum Compliance Teacher (CCT) to oversee testing, parent meetings, and all dealings with ELL students. Certified ESOL paraprofessionals provide tutoring and support to ELL students speaking Spanish and Haitian Creole. Schedules are centered around the needs of all ELL students to ensure time and effort is devoted to the success of the ELL population.

Title X Homeless = The district has appointed a social worker who works primarily with students who are homeless. The school's guidance counselor (Terica Weaver-Baker) is the point of contact to report any needs or support that is needed by students who are homeless. Transportation is typically provided by the district for homeless students who reside outside the school zone; however, due to these extenuating circumstances, they have been assigned to the school by OCPS Pupil Assignment even though they may live outside of the zoned area of the school.

Supplemental Academic Instruction (SAI) = SAI funds were used to hire a portion of a Reading Coach position who services teachers and students in grades K-5.

Violence Prevention Programs = Mr. Prater (Dean) works with and mentors students who display behavior challenges. Terica Weaver-Baker is the liaison between A Better Therapy (a counseling agency) to refer students who are in need of assistance due to behavior and emotional concerns. An anti-bullying program was introduced to students by the "Mr. Mike Anti-Bullying Program." This program focuses on strategies and techniques using comedy that students can use if, or when, confronted by bullies.

Nutrition Programs = The school has selected a wellness representative (Roslyn Coddette-Rogers) that gives tips each month on healthy eating and exercise. Students are encouraged to eat healthy meals each day, starting with the Universal Breakfast program for each student, free of charge at Oak Hill. The wellness representative has formed a wellness team that consist of one person per grade level and members of the leadership team.

Parents are encouraged to participate in school functions such as PTA, SAC, Title I and PLC meetings. These meetings are held once a month on the same night starting at 5:30. Educational activities are scheduled throughout the year such as Literacy Night, Science Night, the fifth grade citizenship trip to Washington DC and FSA Night. We encourage parents who would like to help with field trips, fundraisers, and tutoring to sign up as an ADDitions volunteer. Oak Hill's parents are encouraged to attend the Parent Involvement Conference and the Parent Academy sponsored by the Title I department to learn parenting tips and strategies for working with children at home. Home and school communication is conducted using the student agenda, monthly newsletter and Connect Orange communication system.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robert Prater	Teacher
Dr. June Jones	Principal
Rosemary Wright	Education Support Employee
Terica Weaver-Baker	Teacher
Pamela Welch	Teacher
Richard Allen	Business/Community
Lula Steele	Teacher
Stanley Jones	Business/Community
Bianca Resto	Education Support Employee
Samuel Boyd	Business/Community
Tracy Slack	Business/Community
Linares Donna	Business/Community
Miriam Rodriguez	Business/Community
Jacob Cochrane	Business/Community
Michelle Swinton	Parent
Zavier Jones	Parent
Jerrie Sims	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan was presented to the School Advisory Committee (SAC) for review and recommendations. All members were given opportunities to ask questions regarding the SIP. Members developed a better understanding of the purpose of the school improvement plan before submitting their vote for approval of the plan.

b. Development of this school improvement plan

Oak Hill's School Advisory Committee (SAC) meets monthly to discuss and make decisions regarding school improvement efforts. A needs assessment was conducted based on the results of the AdvanceEd school survey. Areas of need were prioritized based on feedback from students, staff and parents. The SAC gave input and feedback in the areas of academics, technology, school safety and parental involvement.

c. Preparation of the school's annual budget and plan

The school's budget is based on the number of students enrolled and the services they receive. In April of each year, site based budgets are developed and the principal begins staffing the school for the upcoming school year based on the number of students enrolled and the needs of the school.

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

The school was allocated \$3,461.73 in school improvement funds last year. These funds rolled over into the 2017-18 budget and will be spent this year.

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

Yes

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

The SAC met in October and the SAC rosters to ensure we have the correct representation at the meetings.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jones, June	Principal
Weaver-Baker, Terica	Guidance Counselor
Welch, Pamela	Instructional Coach
Prater, Robert	Dean
Steele, Lula	Instructional Coach
Damers, Agustin	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will continue to promote lesson study, fluid data walls for teachers, literacy communication for parents and the community, classroom walkthroughs and Eagle Talks (conferences with teacher and students) to enhance literacy throughout the school. The LLT will also continue to build capacity within the grade level PLCs. Root cause analysis process will continue for 2017-18 school year. To support the reading plan, classroom libraries, Reading Tool Kits (K-2nd) Literacy Tool Kits (3rd -5th) and Voyager Passport (K-2nd) will be utilized this year. In addition, we will continue to use the iReady Reading and the iReady Math. This year we have added iReady lab times to provide an additional 90 minutes of iReady practice per week. For all grade levels. We have added the SIPPS program (K-2nd) for to utilize during Intervention Block and have purchased LAFS books through Curriculum Associated to enhance standards based instruction (2nd -5th) ESE students will utilize iStation for reading intervention in addition to the core curriculum. Oak Hill will also provide extra support for ELA by creating a schedule for our Paraprofessional/Program Monitors to assist 3rd grade due to significant phonics deficit at that grade level. 3rd through 5th grade classes will have 120 minute ELA time block. This will allow for ELA Writing to be taught in conjunction with ELA Reading and not in isolation, therefore prompting literacy across the ELA block.

Eagle Talks provide ongoing communication between teachers and students. This communication addresses student progress and goal setting. Teachers meet individually with each student to discuss achievement data, set academic goals and steps to

achieving those goals.

The LLT will continue classroom walkthroughs to monitor the fidelity of program implementation, effective instructional strategies and standards-based instruction. Classroom walkthroughs also keep LLT and PLCs aware of classroom management strategies and effective pacing. The goal of this data is to increase effective instruction that promotes engagement for all students.

The LLT will promote literacy within the school by focusing on improving the infrastructure and utilization of the PLC concept and fine tuning the data analysis process. Each PLC will meet weekly to review grade level data, discuss concerns, determine strengths and weaknesses and develop next steps to increase student achievement. Teams will also develop a plan of action to address the problems identified through the root cause analysis process. PLCs will continually inform and update the LLT of their action plans and enlist the help of the LLT as needed.

For the 2017-18 school year the LLT will provide professional development on close reading strategies, developing common formative assessments, creating text dependent questions that range in complexity, data analysis to inform instruction, and developing standards based centers. Teachers will be supported in the development of text dependent questions from a range of question types, emphasizing students supporting their answers based upon evidence from the text.

Finally, the LLT will support the implementation of the K-12 Literacy Plan to increase reading achievement for all students. Monthly PLC meetings will continue to address the effective implementation of the plan and support teachers as needed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Planning on Purpose (POP), a school-wide PLC initiative started last year will continue for 2017-18. POP allows teachers to meet as a grade level with the leadership team to review, analyze and disaggregate student assessment data, identify factors causing achievement gaps, find the root cause to identified problems using the 5 why process, and determine next steps for planning and instruction. Working collaboratively, teachers develop a system of support, taking ownership for the overall success of each student on their grade level. Teachers also participate in additional PLC meetings to discuss concerns related to curriculum needs and grade level specific needs/events.

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

The principal recruits and retains highly qualified teachers by providing a school climate that is safe and friendly. Teachers are recognized on a weekly basis for their efforts and dedication to the profession. PLCs collaborate, plan, and conduct participatory decision making activities and are provided differentiated professional development to meet their professional needs.

When college interns are hosted at the school, the principal assigns them to experienced

teachers to foster effective instructional strategies that will prepare them for the teaching profession. When possible, vacant teaching positions are filled with former interns.

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

The instructional coach/curriculum resource teacher (CRT) works closely with new teachers on curriculum, focus calendars, classroom management, student interaction, student assessment and the Marzano framework. During pre-planning and throughout the school year, the CRT works with mentees to assist with curriculum needs, developing an understanding of the instructional framework and assisting with data analysis. The CRT also assists with classroom organization and instructional strategies to implement for a successful year. The rationale for pairing mentees with mentors is based on mutual interests and the mentors' strengths and expertise. Mentees are also provided opportunities to observe other teachers as a means of expanding the novice teacher's instructional toolbox.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards.

b. Instructional Strategies

1. 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.

Oak Hill uses data to drive instruction. Data is analyzed during PLC meetings to determine how students' are progressing on the Florida Standards. Through data review, instructional groups are formed, placing students in four categories: advanced, proficient, strategic and intensive. Teams collaborate on how to differentiate instruction to meet the needs of students who need enrichment, moderate remediation or intensive remediation.

Oak Hill also uses data to form intervention groups for the R.E.A.D. (Reading Enrichment and Development) block. The R.E.A.D. block is a 30-45 minute time period outside of the 90 minute ELA block dedicated to differentiated instruction in reading. Using the built in assessment components, data is used to determine if students are placed appropriately and whether changes in placement need to occur. If a student continues to struggle in attaining grade level proficiency, the MTSS problem solving process is used to determine additional interventions. In addition, Oak Hill offers after school tutoring to students who have been identified as having a deficiency in the areas of mathematics or reading.

Fluid data walls monitor student progress and determine PLC goals. PLCs determine if core instruction is working and if not, determine what will be done to help students attain

proficiency. What is the problem? Why is it occurring? What will we do about it? The data walls help PLCs engage in meaningful conversations.

The Comprehensive Community Data Wall informs parents, teachers and community leaders of the school's goals to increase Annual Yearly Progress and what it takes to become an A school. The SAC and PTA are informed of these goals and help the school achieve them.

2. 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: Before School Program

Minutes added to school year: 4,500

Oak Hill Elementary is a Title I school, using 5% of Title I funds to provide after school tutoring for students performing below grade level. This tutoring is offered to students in grades K-5 from 7am to 8:00 am on Mondays, Tuesdays and Thursdays. The ATS program uses curriculum that supports instruction during the regular school day, open media, Reflex math and research based strategies to merge mathematics and reading to increase performance in classroom and on state assessments.

Strategy Rationale

Providing additional before school academic support to low performing students will help close the achievement gap; specific areas of need are targeted within a smaller group environment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Steele, Lula, lula.steele@ocps.net

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

Collected data is used to improve student achievement and determine the effectiveness of program strategies. Data is also used to develop a plan to increase the program's success implementation. All student will take a diagnostic and summative assessment to measure growth. Formative assessments will be administered throughout the length of the program. Data quality is structured to enhance steady progress toward meeting the program goals and objectives.

Strategy: Weekend Program

Minutes added to school year: 900

Oak Hill Elementary is a Title I school, using Title I funds to provide enrichment weekend tutoring for students performing on or above grade level. This tutoring is offered to students in grades K-5 from 9:00am - 12:00pm on one Saturday month from September 2017 to April 2018. The program focuses on ELA, science and math enrichment.

Strategy Rationale

Oak Hill provides additional enrichment and academic support to on/above level students to help with specific areas of need that are targeted within a smaller group environment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Steele, Lula, lula.steele@ocps.net

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

Data is differentiated to determine the effectiveness of the program. Data is also used to develop a plan to increase the program's effectiveness. Students will take a diagnostic and summative assessment to measure growth. Formative assessments will be administered throughout the length of the program. Data quality is structured to enhance steady progress toward meeting the program goals and objectives.

Strategy: After School Program

Minutes added to school year: 7,500

Oak Hill Elementary is a Title I school, using 21st Century funds to provide tutoring, through the ASP company, for students performing below, on or above grade level. This tutoring is offered to students in grades K-5 from 3:30pm - 6:00pm Mondays - Fridays.

Strategy Rationale

Oak Hill provides additional enrichment and academic support to below, on/above level students to help with number sense and math fluency using Reflex math.

The ASP program uses curriculum that supports instruction during the regular school day, open media, Reflex math and research based strategies to merge mathematics and reading to increase performance in classroom and state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Steele, Lula, lula.steele@ocps.net

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

Data is differentiated to determine the effectiveness of the program. Assessment Data is also used to develop a plan to increase the program's effectiveness. We will use iReady's BOY and EOY to measure growth. Data quality is structured to enhance steady progress toward meeting the program goals and objectives.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

At Oak Hill the primary goal for pre-school children is to transition into the public school setting by providing the necessary tools for growth, a conducive environment for learning and a stimulating and developmentally appropriate curriculum. A screening tool is given three times a year for the purpose of establishing baseline data. This screening helps to identify strengths and weaknesses in the areas of language, social/emotional growth, literacy, math and science. Our Pre-K teacher visits the home of each new student who will attend Oak Hill. All parents are invited to join their son/daughter on campus at Meet the Teacher event and during the first day of school to familiarize themselves with school procedures.

In the spring of each year, 5th grade students visit their feeder middle schools for a tour and orientation. Middle school counselors also visit Oak Hill to talk with students about

what to expect in middle school. Parents are also invited to a special middle school orientation night to introduce them to expectations of middle school.

b. College and Career Readiness

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

Oak Hill will encourage parent volunteers and community members to visit classrooms and present information on their individual careers and the paths they took to achieve them. Community members are invited to participate in the annual Teach-In event, a district sponsored career day. College and university names/banners as a representation of colleges attended by staff members and the degrees they have acquired are displayed on classroom doors. Select days during the year are designated as college awareness days, encouraging teachers, parents and students to wear a college t-shirt.

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

Lessons and instructional practices feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math, thus preparing them for possible careers in a technical field.

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

Through the implementation of Florida Standards, more emphasis will be placed on creating rigorous lesson that require students to make cross curricular connections while applying newly acquired knowledge and skills. Lessons and activities infused with STEM concepts will promote and inspire students to dream of future careers in the technical and science fields.

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerated Student Performance, Invest in Human Capital)

- G2.** The achievement gap will be narrowed through the implementation of effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process for academics and behavior. (Narrow Achievement Gaps)

Strategic Goals Detail

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

G1. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerated Student Performance, Invest in Human Capital) **1a**

G098245

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	22.0
FSA Mathematics Achievement	20.0
Effective+ Teachers (Performance Rating)	50.0

Targeted Barriers to Achieving the Goal **3**

- Teachers are lacking time to effectively plan standards-based lessons.
- Teachers lack content and procedural knowledge in planning and delivering rigorous, standards-based instruction and assessments.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development
- Common Planning Day
- Demonstration lessons
- Coaching
- Provide technology and human resources
- Florida Standards, Item Specifications, and Enhanced Resources
- Three summer planning days
- Additional school year planning days

Plan to Monitor Progress Toward G1. **8**

Administrator will review lesson plans and assessments to assure teachers are using standards-based lessons and assessments

Person Responsible

June Jones

Schedule

Every 3 Weeks, from 8/21/2017 to 5/28/2018

Evidence of Completion

Formative and summative assessments, lesson plans

Plan to Monitor Progress Toward G1. 8

Data analysis will occur using student formative and summative data. Classroom observations will be conducted on iObservation. PLC's and common assessment visits.

Person Responsible

June Jones

Schedule

Every 3 Weeks, from 8/21/2017 to 8/21/2017

Evidence of Completion

Data analysis sheet, assessments, iObservation, PLC minutes

G2. The achievement gap will be narrowed through the implementation of effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process for academics and behavior. (Narrow Achievement Gaps) 1a

G098246

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	25.0
Math Lowest 25% Gains	25.0
FSA Mathematics Achievement	20.0
ELA/Reading Gains	22.0
Discipline incidents	20.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of the Multi-Tiered System of Support process and how to provide interventions by differentiating instruction for tiered students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys Reading Core
- MTSS Coach and Leadership Team
- Research-based instructional and intervention materials
- Student achievement data: standards based assessments, oral reading fluency assessments, and iReady intervention grouping system

Plan to Monitor Progress Toward G2. 8

Administration will monitor MTSS meetings and documentation

Person Responsible

June Jones

Schedule

On 5/26/2017

Evidence of Completion

Review MTSS forms and MTSS meetings

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. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerated Student Performance, Invest in Human Capital) **1**

 G098245

G1.B1 Teachers are lacking time to effectively plan standards-based lessons. **2**

 B264296

G1.B1.S1 Teachers will be provided time during grade level planning day to create standards based formative and summative assessments with support from instructional coaches **4**

 S279949

Strategy Rationale

By providing trainings for teachers in the area of creating assessments and demonstrating lessons and providing additional strategies for teachers this will increase teachers' pedagogical skills ultimately resulting in an increase in student achievement.

Action Step 1 **5**

Instructional Coach will facilitate a planning day for math with each grade level team.

Person Responsible

Lula Steele

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, assessment data sheets, agenda, sign-in sheets, common assessments and exit slips

Action Step 2 5

Instructional Coach will facilitate a planning day for reading with each grade level team.

Person Responsible

Pamela Welch

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, assessment data sheets, agenda, sign-in sheets, common assessments, exit slips

Action Step 3 5

School-based team participates in District PLCs

Person Responsible

Pamela Welch

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

sign-in sheets, agenda, exits slip

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

Instructional Coaching form and iObservation

Person Responsible

June Jones

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation tracking form will be collected.

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

Administration will monitor professional development on assessments

Person Responsible

June Jones

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review assessments, agendas, sign-in sheets

G1.B2 Teachers lack content and procedural knowledge in planning and delivering rigorous, standards-based instruction and assessments. 2

B264297

G1.B2.S1 Instructional Coaches will conduct Professional Development (PD) that will focus on delivering rigorous and standards-based lessons. 4

S279950

Strategy Rationale

Instructional Coaches will provide teachers with guidance on instructional delivery of rigorous standards-based lessons that will result in more effective instruction, as well as, improved academic achievement.

Action Step 1 5

Instructional Coaches will provide grade level meetings with teachers on standards-based lessons.

Person Responsible

Lula Steele

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting agendas and coaching documentations

Action Step 2 5

Instructional Coaches will use the coaching cycle to support teachers. In addition, coaches will model rigorous and standards-based lessons for teachers.

Person Responsible

Lula Steele

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Dates and times of model lessons; Notes from observer

Action Step 3 5

Teachers will receive guidance on PLC structures and common planning in order to effectively plan.

Person Responsible

June Jones

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers have been directed on the amount of PLC and common planning times. Teachers will be given information on differentiated between common planning and PLC's on its effectiveness.

Action Step 4 5

Instructional staff will participate in District Professional Learning Communities (DPLC)

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will be given vital information that will help support standards-base lessons.

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

Administrator will participate in professional development and give feedback

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, meeting minutes, feedback, observations

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

Administration will review and provide feedback from observed notes of modeled lessons

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observer notes, feedback, standards- base lesson plans

G2. The achievement gap will be narrowed through the implementation of effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process for academics and behavior. (Narrow Achievement Gaps) 1

G098246

G2.B2 Teachers lack understanding of the Multi-Tiered System of Support process and how to provide interventions by differentiating instruction for tiered students. 2

B264299

G2.B2.S1 Provide professional development on MTSS and how to effectively meet the needs of our students through differentiating instruction. 4

S279953

Strategy Rationale

Teachers will be guided on how to provide and collect the necessary documentation to target specific students needs.

Action Step 1 5

Staffing specialist will facilitate professional development on how to effectively use MTSS to support students' needs.

Person Responsible

Terica Weaver-Baker

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, exit slips and data

Action Step 2 5

Staffing specialist will facilitate continued grade level assistance with MTSS

Person Responsible

Terica Weaver-Baker

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, exit slips and data

Action Step 3 5

Reading Coach will facilitate professional development on differentiated instructional strategies based on data and student needs

Person Responsible

Pamela Welch

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets and exit slips.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

MTSS tier tracking sheets and coaching form

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, notes and feedback

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor through iObservation and lesson plans

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Professional Development materials, agendas, sign-in sheets, observations

G2.B2.S2 Provide professional development on C.H.A.M.P.S. and Behavior MTSS and how to implement strategies effectively and consistently. 4

S279954

Strategy Rationale

Teachers will be trained on how to implement CHAMPS. Teachers will be guided and given assistance with corrective classroom management strategies.

Action Step 1 5

Conduct professional development on how to implement CHAMPS strategies

Person Responsible

Robert Prater

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Training agendas, sign-in sheets

Action Step 2 5

Conduct professional development on the behavior MTSS process and how to use the strategies with fidelity.

Person Responsible

Robert Prater

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Training agendas, MTSS graphs, sign-in sheets

Action Step 3 5

School discipline team participates in District Professional Communities (DPLC)

Person Responsible

Robert Prater

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Handouts, notes on DPLC

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administrator will participate in professional development and provide feedback

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observations, behavior charts, MTSS paperwork

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administrator will participate in professional development and provide feedback

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observations, behavior charts, MTSS paperwork

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrator will provide feedback and attend presentations

Person Responsible

June Jones

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data, observations, level on referrals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M408479	Administration will monitor MTSS meetings and documentation	Jones, June	9/6/2016	Review MTSS forms and MTSS meetings	5/26/2017 one-time
G1.MA2 M408469	Data analysis will occur using student formative and summative data. Classroom observations will be...	Jones, June	8/21/2017	Data analysis sheet, assessments, iObservation, PLC minutes	8/21/2017 every-3-weeks
G1.MA1 M408468	Administrator will review lesson plans and assessments to assure teachers are using standards-based...	Jones, June	8/21/2017	Formative and summative assessments, lesson plans	5/28/2018 every-3-weeks
G1.B1.S1.A3 A377390	School-based team participates in District PLCs	Welch, Pamela	8/21/2017	sign-in sheets, agenda, exits slip	5/28/2018 monthly
G1.B1.S1.MA1 M408464	Administration will monitor professional development on assessments	Jones, June	8/14/2017	Review assessments, agendas, sign-in sheets	6/1/2018 biweekly
G1.B1.S1.MA1 M408465	Instructional Coaching form and iObservation	Jones, June	8/14/2017	iObservation tracking form will be collected.	6/1/2018 biweekly
G1.B1.S1.A1 A377388	Instructional Coach will facilitate a planning day for math with each grade level team.	Steele, Lula	8/14/2017	Lesson plans, assessment data sheets, agenda, sign-in sheets, common assessments and exit slips	6/1/2018 quarterly
G1.B1.S1.A2 A377389	Instructional Coach will facilitate a planning day for reading with each grade level team.	Welch, Pamela	8/14/2017	Lesson plans, assessment data sheets, agenda, sign-in sheets, common assessments, exit slips	6/1/2018 quarterly
G1.B2.S1.MA1 M408466	Administration will review and provide feedback from observed notes of modeled lessons	Jones, June	8/14/2017	Observer notes, feedback, standards- base lesson plans	6/1/2018 monthly
G1.B2.S1.MA1 M408467	Administrator will participate in professional development and give feedback	Jones, June	8/14/2017	Agendas, meeting minutes, feedback, observations	6/1/2018 monthly
G1.B2.S1.A1 A377391	Instructional Coaches will provide grade level meetings with teachers on standards-based lessons.	Steele, Lula	8/14/2017	Meeting agendas and coaching documentations	6/1/2018 weekly
G1.B2.S1.A2 A377392	Instructional Coaches will use the coaching cycle to support teachers. In addition, coaches will...	Steele, Lula	8/14/2017	Dates and times of model lessons; Notes from observer	6/1/2018 monthly
G1.B2.S1.A3 A377393	Teachers will receive guidance on PLC structures and common planning in order to effectively plan.	Jones, June	8/14/2017	Teachers have been directed on the amount of PLC and common planning times. Teachers will be given information on differentiated between common planning and PLC's on its effectiveness.	6/1/2018 quarterly
G1.B2.S1.A4 A377394	Instructional staff will participate in District Professional Learning Communities (DPLC)	Jones, June	8/14/2017	Teachers will be given vital information that will help support standards-base lessons.	6/1/2018 monthly
G2.B2.S1.MA1 M408474	Monitor through iObservation and lesson plans	Jones, June	8/14/2017	Professional Development materials, agendas, sign-in sheets, observations	6/1/2018 monthly
G2.B2.S1.MA1 M408475	MTSS tier tracking sheets and coaching form	Jones, June	8/14/2017	Agendas, notes and feedback	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1 A377401	Staffing specialist will facilitate professional development on how to effectively use MTSS to...	Weaver-Baker, Terica	8/14/2017	Agenda, sign-in sheets, exit slips and data	6/1/2018 semiannually
G2.B2.S1.A2 A377402	Staffing specialist will facilitate continued grade level assistance with MTSS	Weaver-Baker, Terica	8/14/2017	Agenda, sign-in sheets, exit slips and data	6/1/2018 monthly
G2.B2.S1.A3 A377403	Reading Coach will facilitate professional development on differentiated instructional strategies...	Welch, Pamela	8/14/2017	Agenda, sign-in sheets and exit slips.	6/1/2018 quarterly
G2.B2.S2.MA1 M408476	Administrator will provide feedback and attend presentations	Jones, June	8/14/2017	Student data, observations, level on referrals	6/1/2018 monthly
G2.B2.S2.MA1 M408477	Administrator will participate in professional development and provide feedback	Jones, June	8/14/2017	Observations, behavior charts, MTSS paperwork	6/1/2018 monthly
G2.B2.S2.MA1 M408478	Administrator will participate in professional development and provide feedback	Jones, June	8/14/2017	Observations, behavior charts, MTSS paperwork	6/1/2018 monthly
G2.B2.S2.A1 A377404	Conduct professional development on how to implement CHAMPS strategies	Prater, Robert	8/14/2017	Training agendas, sign-in sheets	6/1/2018 monthly
G2.B2.S2.A2 A377405	Conduct professional development on the behavior MTSS process and how to use the strategies with...	Prater, Robert	8/14/2017	Training agendas, MTSS graphs, sign-in sheets	6/1/2018 monthly
G2.B2.S2.A3 A377406	School discipline team participates in District Professional Communities (DPLC)	Prater, Robert	8/14/2017	Handouts, notes on DPLC	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common formative assessments as they relate to increased student learning. (Accelerated Student Performance, Invest in Human Capital)

G1.B1 Teachers are lacking time to effectively plan standards-based lessons.

G1.B1.S1 Teachers will be provided time during grade level planning day to create standards based formative and summative assessments with support from instructional coaches

PD Opportunity 1

Instructional Coach will facilitate a planning day for math with each grade level team.

Facilitator

Lula Steele

Participants

All Instructional Math Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Instructional Coach will facilitate a planning day for reading with each grade level team.

Facilitator

Pamela Welch

Participants

All Instructional ELA Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

School-based team participates in District PLCs

Facilitator

District Facilitator

Participants

Grade level-Team leads

Schedule

Monthly, from 8/21/2017 to 5/28/2018

G1.B2 Teachers lack content and procedural knowledge in planning and delivering rigorous, standards-based instruction and assessments.

G1.B2.S1 Instructional Coaches will conduct Professional Development (PD) that will focus on delivering rigorous and standards-based lessons.

PD Opportunity 1

Instructional Coaches will provide grade level meetings with teachers on standards-based lessons.

Facilitator

Lula Steele and Pamela Welch

Participants

All Instructional Staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Instructional Coaches will use the coaching cycle to support teachers. In addition, coaches will model rigorous and standards-based lessons for teachers.

Facilitator

Lula Steele and Pamela Welch

Participants

All Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Teachers will receive guidance on PLC structures and common planning in order to effectively plan.

Facilitator

June Jones

Participants

All Instructional Staff

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Instructional staff will participate in District Professional Learning Communities (DPLC)

Facilitator

District Facilitator

Participants

All Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2. The achievement gap will be narrowed through the implementation of effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process for academics and behavior. (Narrow Achievement Gaps)

G2.B2 Teachers lack understanding of the Multi-Tiered System of Support process and how to provide interventions by differentiating instruction for tiered students.

G2.B2.S1 Provide professional development on MTSS and how to effectively meet the needs of our students through differentiating instruction.

PD Opportunity 1

Staffing specialist will facilitate professional development on how to effectively use MTSS to support students' needs.

Facilitator

Terica Weaver-Baker

Participants

All Instructional Staff

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Staffing specialist will facilitate continued grade level assistance with MTSS

Facilitator

Terica Weaver-Baker

Participants

All Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Reading Coach will facilitate professional development on differentiated instructional strategies based on data and student needs

Facilitator

Pamela Welch

Participants

All Instructional Staff

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G2.B2.S2 Provide professional development on C.H.A.M.P.S. and Behavior MTSS and how to implement strategies effectively and consistently.

PD Opportunity 1

Conduct professional development on how to implement CHAMPS strategies

Facilitator

Robert Prater

Participants

All school staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Conduct professional development on the behavior MTSS process and how to use the strategies with fidelity.

Facilitator

Robert Prater

Participants

All Instructional Staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

School discipline team participates in District Professional Communities (DPLC)

Facilitator

District Facilitator

Participants

Oak Hill's discipline team

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional Coach will facilitate a planning day for math with each grade level team.				\$1,185.97
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1501 - Oak Hill Elementary	General Fund		\$343.88
			<i>Notes: Substitutes</i>			
		100-Salaries	1501 - Oak Hill Elementary	Title I, Part A		\$842.09
			<i>Notes: Substitutes</i>			
2	G1.B1.S1.A2	Instructional Coach will facilitate a planning day for reading with each grade level team.				\$1,220.19
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1501 - Oak Hill Elementary	Title I, Part A		\$1,220.19
			<i>Notes: Substitutes</i>			
3	G1.B1.S1.A3	School-based team participates in District PLCs				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1501 - Oak Hill Elementary	Other		\$2,500.00
4	G1.B2.S1.A1	Instructional Coaches will provide grade level meetings with teachers on standards-based lessons.				\$0.00
5	G1.B2.S1.A2	Instructional Coaches will use the coaching cycle to support teachers. In addition, coaches will model rigorous and standards-based lessons for teachers.				\$0.00
6	G1.B2.S1.A3	Teachers will receive guidance on PLC structures and common planning in order to effectively plan.				\$0.00
7	G1.B2.S1.A4	Instructional staff will participate in District Professional Learning Communities (DPLC)				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1501 - Oak Hill Elementary	Other		\$5,000.00
8	G2.B2.S1.A1	Staffing specialist will facilitate professional development on how to effectively use MTSS to support students' needs.				\$0.00

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9	G2.B2.S1.A2	Staffing specialist will facilitate continued grade level assistance with MTSS	\$0.00
10	G2.B2.S1.A3	Reading Coach will facilitate professional development on differentiated instructional strategies based on data and student needs	\$0.00
11	G2.B2.S2.A1	Conduct professional development on how to implement CHAMPS strategies	\$0.00
12	G2.B2.S2.A2	Conduct professional development on the behavior MTSS process and how to use the strategies with fidelity.	\$0.00
13	G2.B2.S2.A3	School discipline team participates in District Professional Communities (DPLC)	\$0.00
Total:			\$9,906.16