



# 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)

90%

## School Grades History

**Year**  
**Grade**

**2017-18**  
D

**2014-15**  
D\*

**2013-14**  
C

**2012-13**  
B

*\*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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

**Orange - 1501 - Oak Hill Elementary - 2016-17 SIP**  
*Oak Hill Elementary*

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>5</b>
<b>Differentiated Accountability</b>	<b>7</b>
<b>Current School Status</b>	<b>8</b>
<b>Supportive Environment</b>	<b>8</b>
<b>Family and Community Engagement</b>	<b>10</b>
<b>Effective Leadership</b>	<b>11</b>
<b>Public and Collaborative Teaching</b>	<b>16</b>
<b>Ambitious Instruction and Learning</b>	<b>17</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>23</b>
<b>Goals Summary</b>	<b>23</b>
<b>Goals Detail</b>	<b>23</b>
<b>Action Plan for Improvement</b>	<b>27</b>
<b>Appendix 1: Implementation Timeline</b>	<b>37</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>39</b>
<b>Professional Development Opportunities</b>	<b>39</b>
<b>Technical Assistance Items</b>	<b>40</b>
<b>Appendix 3: Budget to Support Goals</b>	<b>40</b>

## 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

### 2016-17 DA Category and Statuses for Oak Hill Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Diane Leinenbach</a>	Targeted Support & Improvement - 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 and 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, 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 quin.
- 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 2016-2017 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**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	5	9	5	13	14	11	0	0	0	0	0	0	0	57
One or more suspensions	1	5	3	4	9	5	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	8	13	11	4	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	41	39	29	0	0	0	0	0	0	0	109

**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	0	4	2	16	13	6	0	0	0	0	0	0	0	41

**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. After Which, 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 3-5 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 have 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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.**

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

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP 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/307423>.

**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**

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

**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
Evans, Rebecca	Teacher, ESE
Prater, Robert	Dean
Weaver-Baker, Terica	Guidance Counselor
Steele, Lula	Instructional Coach
Steding, Jeanne	Instructional Media

**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. 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.

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.

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.

Ms. Jeanne Steding, Media Specialist./ESOL Compliance - Overlooks the ESOL Program providing support and guidance to teachers of students identified as second language learners, plans for the district mandated testing of language proficiency as outlined in the LEP Plan, conducts meetings as needed to discuss the needs and progress of the LEP students on an ANI Plan, Managed the media center overlooking the monitoring process of student reading progress through Accelerated Reader and STAR diagnostic testing.

Ms. Rebecca Evans, Gifted teacher, Digital Testing Coordinator for district testing (FSA, MAP, FLKRS (kdg), Cape, CFEs), manage Sharepoint, school website and Facebook; our grandparent volunteers and Project Lead the way (PLTW) Science Lead Teacher

**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 started with School Base 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 OPCS 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
Jill Arce	Business/Community
Tracy Slack	Business/Community
Rosemary Wright	Education Support Employee
Terica Weaver-Baker	Teacher
Pamela Welch	Teacher
Miguel Mendizabal	Business/Community
Carol Haderer	Business/Community
Richard Allen	Business/Community
Lula Steele	Teacher
Jeanne Steding	Teacher
Rebecca Evans	Student
Clifford Cunningham	Parent
Carmen Mendizabal	Business/Community
Janene Prater	Business/Community
Stanley Jones	Business/Community
Bianca Resto	Education Support Employee
Marline Clark	Education Support Employee
Samuel Boyd	Business/Community
	Student

**b. Duties**

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

*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 \$5859 in school improvement funds last year. These funds rolled over into the 2015-16 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.**

No

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

The SAC will meet in October and the SAC rosters are expected to be available by the district 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
Steding, Jeanne	Instructional Media
Evans, Rebecca	Teacher, ESE

**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, 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 2016-17 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 view 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. PLCs will continually inform and update the LLT of their action plans and enlist the help of the LLT as needed.

In the 2016-17 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 response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

##### **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 2015-16. 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, 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 spur 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:** After 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 3:30 to 5:00 on Mondays, Tuesdays and Thursdays. The ATS program uses curriculum that supports instruction during the regular school day, utilizes research based strategies to merge mathematics and reading to increase performance in classroom and state assessments.

In addition, the Minority Achievement Office (MAO) provides an allocation for a teacher to target students in mathematics and accelerated reading to help increase their level of competence.

**Strategy Rationale**

Providing additional after 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 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:** 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 3-5 from 9:00am - 12:00pm on one Saturday month from October 2016 to April 2017. The ATS program uses J & J Boot-camp for science and math enrichment. We are also using chess to enhance critical thinking skills.

***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:** Before School Program

**Minutes added to school year:** 3,000

Oak Hill Elementary is a Title I school, using Title I funds to provide tutoring for students performing below, on or above grade level. This tutoring is offered to students in grades K-5 from 8:00am - 8:30am 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.

**Strategy Purpose(s)**

""

**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. 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**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. The 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 and during the first day of school to familiarize themselves with school procedures.

In the spring of each year, 5th grade students visit the 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, 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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### 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.** To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (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

G085018

**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

**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**

On 5/26/2017

**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**

On 4/28/2017

**Evidence of Completion**

Data analysis sheet, assessments, iObservation, PLC minutes

**G2.** To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps)

1a

G085019

**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

**Targeted Barriers to Achieving the Goal** 3

- Teachers need guidance on how to use common assessment data to develop differentiate groups within the classroom.
- 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

G085018

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

B226138

**G1.B1.S1** Instructional coaches will provide grade level training on creating standards based formative and summative assessments. 4

S238531

### **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 provide a Math planning day for each grade level team.

#### **Person Responsible**

Lula Steele

#### **Schedule**

On 10/7/2016

#### **Evidence of Completion**

Teachers are given a planning day to plan lessons, create assessments and data sheets. Instructional Coach will provide teachers with an agenda. Teachers will use sign in sheets. Teachers will create lesson plans for the first semester. Instructional coaches will assist in this planning. Teachers will create effective standards-based lessons and common assessments that meet the amount of rigor expected for an increase in student achievement. Teachers will create exit slips.

**Action Step 2** 5

Instructional Coach will provide a Reading planning day for each grade level team.

**Person Responsible**

Pamela Welch

**Schedule**

On 10/28/2016

**Evidence of Completion**

Teachers are given a planning day to plan lessons, create assessments and data sheets. Instructional Coach will provide teachers with an agenda. Teachers will use sign in sheets. Teachers will create lesson plans for the first semester. Instructional coaches will assist in this planning. Teachers will create effective standards-based lessons and common assessments that meet the amount of rigor expected for an increase in student achievement. Teachers will create exit slips.

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

Instructional Coaching form and iObservation

**Person Responsible**

June Jones

**Schedule**

On 5/26/2017

**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**

On 5/26/2017

**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

B226139

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

S238532

### **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**

On 5/26/2017

#### **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**

On 5/26/2017

#### **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. [copy]

**Person Responsible**

June Jones

**Schedule**

On 10/28/2016

***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.

**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**

On 5/26/2017

***Evidence of Completion***

Agendas, meeting minutes and feedback

**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**

On 5/26/2017

***Evidence of Completion***

Observer notes and feedback

**G2.** To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps) 1

G085019

**G2.B1** Teachers need guidance on how to use common assessment data to develop differentiate groups within the classroom. 2

B226140

**G2.B1.S1** Teachers will receive grade level professional development on data desegregation 4

S238533

### Strategy Rationale

Providing professional development that deepens teachers understanding of how to desegregate data allows teachers to target students' areas of need, ultimately narrowing the achievement gap.

### Action Step 1 5

Conduct professional development on data desegregation and how to differentiate groups based on data.

#### Person Responsible

Lula Steele

#### Schedule

On 5/26/2017

#### Evidence of Completion

PowerPoint, Training agendas, sign-in sheets

### Action Step 2 5

Grade level presentation on the restructuring of the ELA 90 minute block to meet the needs of teachers and students.

#### Person Responsible

Pamela Welch

#### Schedule

On 5/26/2017

#### Evidence of Completion

Training agendas, sign-in sheets

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

Administrator will participate in professional development and provide feedback

**Person Responsible**

June Jones

**Schedule**

On 5/26/2017

***Evidence of Completion***

Agendas, differentiated grouping list

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

Administrator will provide feedback and attend presentations

**Person Responsible**

June Jones

**Schedule**

On 5/26/2017

***Evidence of Completion***

Agendas, sign-in sheets, restructured documentation

**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**

 B226141

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

 S238535

### **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 provide professional development on how to effectively use MTSS to support students' needs.

#### **Person Responsible**

Terica Weaver-Baker

#### **Schedule**

On 4/28/2017

#### **Evidence of Completion**

Teachers are given an agenda with updated information about the MTSS process. Teachers will use sign-in sheets.

### **Action Step 2** **5**

Staffing specialist will provide continued grade level assistance with MTSS

#### **Person Responsible**

Terica Weaver-Baker

#### **Schedule**

On 4/28/2017

#### **Evidence of Completion**

Teachers are given one on one assistance with MTSS. Staffing specialist will use sign-in sheets.

**Action Step 3** 5

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

**Person Responsible**

Pamela Welch

**Schedule**

On 5/19/2017

**Evidence of Completion**

Teachers are provided an agenda, sign-in sheets and exit slips.

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

Administrator will participate in professional development and provide feedback

**Person Responsible**

June Jones

**Schedule**

On 5/5/2017

**Evidence of Completion**

Agendas, notes and feedback

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

Administrator participates in professional development and reviews materials

**Person Responsible**

June Jones

**Schedule**

On 5/26/2017

**Evidence of Completion**

Professional Development materials, agendas, sign-in sheets

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.A1 A308856	Instructional Coach will provide a Math planning day for each grade level team.	Steele, Lula	9/6/2016	Teachers are given a planning day to plan lessons, create assessments and data sheets. Instructional Coach will provide teachers with an agenda. Teachers will use sign in sheets. Teachers will create lesson plans for the first semester. Instructional coaches will assist in this planning. Teachers will create effective standards-based lessons and common assessments that meet the amount of rigor expected for an increase in student achievement. Teachers will create exit slips.	10/7/2016 one-time
G1.B1.S1.A2 A308857	Instructional Coach will provide a Reading planning day for each grade level team.	Welch, Pamela	9/6/2016	Teachers are given a planning day to plan lessons, create assessments and data sheets. Instructional Coach will provide teachers with an agenda. Teachers will use sign in sheets. Teachers will create lesson plans for the first semester. Instructional coaches will assist in this planning. Teachers will create effective standards-based lessons and common assessments that meet the amount of rigor expected for an increase in student achievement. Teachers will create exit slips.	10/28/2016 one-time
G1.B2.S1.A3 A308860	Teachers will receive guidance on PLC structures and common planning in order to effectively plan....	Jones, June	9/12/2016	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.	10/28/2016 one-time
G1.MA2 M315526	Data analysis will occur using student formative and summative data. Classroom observations will be...	Jones, June	9/6/2016	Data analysis sheet, assessments, iObservation, PLC minutes	4/28/2017 one-time
G2.B2.S1.A1 A308863	Staffing specialist will provide professional development on how to effectively use MTSS to support...	Weaver-Baker, Terica	9/6/2016	Teachers are given an agenda with updated information about the MTSS process. Teachers will use sign-in sheets.	4/28/2017 one-time
G2.B2.S1.A2 A308864	Staffing specialist will provide continued grade level assistance with MTSS	Weaver-Baker, Terica	9/6/2016	Teachers are given one on one assistance with MTSS. Staffing specialist will use sign-in sheets.	4/28/2017 one-time
G2.B2.S1.MA1 M315530	Administrator will participate in professional development and provide feedback	Jones, June	9/6/2016	Agendas, notes and feedback	5/5/2017 one-time
G2.B2.S1.A3 A308865	Reading Coach will provide professional development on differentiated instructional strategies...	Welch, Pamela	9/6/2016	Teachers are provided an agenda, sign-in sheets and exit slips.	5/19/2017 one-time
G1.MA1 M315525	Administrator will review lesson plans and assessments to assure	Jones, June	9/6/2016	Formative and summative assessments, lesson plans	5/26/2017 one-time

**Orange - 1501 - Oak Hill Elementary - 2016-17 SIP**  
Oak Hill Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teachers are using standards-based...				
G2.MA1 M315531	Administration will monitor MTSS meetings and documentation	Jones, June	9/6/2016	Review MTSS forms and MTSS meetings	5/26/2017 one-time
G1.B1.S1.MA1 M315521	Administration will monitor professional development on assessments	Jones, June	9/6/2016	Review assessments, agendas, sign-in sheets	5/26/2017 one-time
G1.B1.S1.MA1 M315522	Instructional Coaching form and iObservation	Jones, June	9/6/2016	iObservation tracking form will be collected.	5/26/2017 one-time
G1.B2.S1.MA1 M315523	Administration will review and provide feedback from observed notes of modeled lessons	Jones, June	9/6/2016	Observer notes and feedback	5/26/2017 one-time
G1.B2.S1.MA1 M315524	Administrator will participate in professional development and give feedback	Jones, June	9/6/2016	Agendas, meeting minutes and feedback	5/26/2017 one-time
G1.B2.S1.A1 A308858	Instructional Coaches will provide grade level meetings with teachers on standards-based lessons.	Steele, Lula	9/6/2016	Meeting agendas and coaching documentations	5/26/2017 one-time
G1.B2.S1.A2 A308859	Instructional Coaches will use the coaching cycle to support teachers. In addition, coaches will...	Steele, Lula	9/6/2016	Dates and times of model lessons; Notes from observer	5/26/2017 one-time
G2.B1.S1.MA1 M315527	Administrator will provide feedback and attend presentations	Jones, June	9/6/2016	Agendas, sign-in sheets, restructured documentation	5/26/2017 one-time
G2.B1.S1.MA1 M315528	Administrator will participate in professional development and provide feedback	Jones, June	9/6/2016	Agendas, differentiated grouping list	5/26/2017 one-time
G2.B1.S1.A1 A308861	Conduct professional development on data desegregation and how to differentiate groups based on...	Steele, Lula	9/6/2016	PowerPoint, Training agendas, sign-in sheets	5/26/2017 one-time
G2.B1.S1.A2 A308862	Grade level presentation on the restructuring of the ELA 90 minute block to meet the needs of...	Welch, Pamela	9/6/2016	Training agendas, sign-in sheets	5/26/2017 one-time
G2.B2.S1.MA1 M315529	Administrator participates in professional development and reviews materials	Jones, June	9/6/2016	Professional Development materials, agendas, sign-in sheets	5/26/2017 one-time

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Instructional Coach will provide a Math planning day for each grade level team.</b>				<b>\$1,185.97</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		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>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Instructional Coach will provide a Reading planning day for each grade level team.</b>				<b>\$1,220.19</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	1501 - Oak Hill Elementary	Title I, Part A		\$1,220.19
			<i>Notes: Substitutes</i>			
<b>3</b>	<b>G1.B2.S1.A1</b>	<b>Instructional Coaches will provide grade level meetings with teachers on standards-based lessons.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B2.S1.A2</b>	<b>Instructional Coaches will use the coaching cycle to support teachers. In addition, coaches will model rigorous and standards-based lessons for teachers.</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B2.S1.A3</b>	<b>Teachers will receive guidance on PLC structures and common planning in order to effectively plan. [copy]</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A1</b>	<b>Conduct professional development on data desegregation and how to differentiate groups based on data.</b>				<b>\$0.00</b>
<b>7</b>	<b>G2.B1.S1.A2</b>	<b>Grade level presentation on the restructuring of the ELA 90 minute block to meet the needs of teachers and students.</b>				<b>\$0.00</b>
<b>8</b>	<b>G2.B2.S1.A1</b>	<b>Staffing specialist will provide professional development on how to effectively use MTSS to support students' needs.</b>				<b>\$0.00</b>
<b>9</b>	<b>G2.B2.S1.A2</b>	<b>Staffing specialist will provide continued grade level assistance with MTSS</b>				<b>\$0.00</b>
<b>10</b>	<b>G2.B2.S1.A3</b>	<b>Reading Coach will provide professional development on differentiated instructional strategies based on data and student needs</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$2,406.16</b>