

# Oak Hill Elementary



2014-15 School Improvement Plan

## Oak Hill Elementary

11 S HIAWASSEE RD, Orlando, FL 32835

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
87%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
86%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation.

#### School Environment

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

Each year climate surveys are conducted and 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 among administration, teachers, students and parents.

##### **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 OCPS Student Code of Conduct is the written document that is presented to students by the dean each nine weeks and enforced by teachers. Parent signatures are required to ensure they are also aware of school and district expectations. All students on the first day of school receive a school 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 having a safe and orderly environment.

##### **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**

School-wide behavioral expectations and a 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 student code of conduct as expected by the district. 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 behaviors to help provide students 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 were provided training and the resource book titled "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 the students in the classroom.

**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 and Guidance Coordinator 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 set backs, 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 is provided backpacks and essential school materials free of charge, for students in need, through the STAR program. Recommendations are made to parents on free community-based services to aid with needs of health, psychological, medical and religious support. In addition, our school provides economical support through the "Love Pantry" program which supplies our school community with non-perishable items for families in need.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance of each student is taken each day by teachers and recorded in Progress Book, which is Orange County's system for monitoring student attendance. When a student is absent 4 plus days in a month, the teacher notifies the registrar and a warning letter is sent to parents notifying them of the attendance. When the student reaches 5 plus days, the social worker is informed to make parent contact to see if assistance is necessary. This is to implement interventions if necessary and intervene in order to help improve attendance and not reach 10 plus days.

In accordance to being proactive when it comes to suspensions, Oak Hill has implemented a policy that helps to decrease suspensions by utilizing a teacher buddy system as an alternative to suspensions. Teachers are paired with other teachers when a student commits a level 2 or 3 offense of a less serious nature. Parents are notified of the consequence and students are assigned up to 5 days in the alternative class.

To address the course failure and students performing below level on FCAT in English Language Arts and/or Math, Oak Hill sends out weekly progress reports that parents have access to in progress book in order to monitor students' grades. In addition, we have 2 report card conference nights scheduled during the 1st and 3rd nine weeks to address academic concerns. We also use student agendas to communicate missing assignments and/or assignments that are due.

Students who scored level 1 or 2 on FCAT were invited to participate in the after-school tutoring program to receive remediation in math and reading. Additionally, we have assigned program monitors to work 1 on 1 with these targeted students offering tier 3 interventions during the school day.

These systems that Oak Hill has implemented helped to address root cause factors thereby leading to student academic achievement.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	17	5	4	4	1	36
One or more suspensions	1	5	4	3	4	1	18
Course failure in ELA or Math	0	1	18	31	22	24	96
Level 1 on statewide assessment	0	0	0	28	18	22	68

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	19	11	12	46

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

The MTSS team meets as needed with a planned agenda to review data, help set goals, identify students' strengths and weaknesses and choose methods of progress monitoring. We discuss students who are struggling, help design intervention plans, support teachers during the progress monitoring process, and meet as needed to re-evaluate and assess the effectiveness of the intervention strategies implemented. The district also provides us support with the intervention of an assigned MTSS coach who meets with our MTSS team to address issues and concerns related to the interventions needed for Tier I, II, or III students.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186900>.

**Description**

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

**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**

Building partnerships within the Oak Hill community is a process in which the school reaches out to community businesses in an effort to build a school-community relationship that enhances school and community involvement. This is done under the umbrella of Partners in Education, the partners in education program provides a benefit to the school and is mutually beneficial to the businesses. 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. Both the school and the businesses benefit from these events because they provide a percentage of the proceeds to the school and help increase sales for the businesses. Our Partners in Education are invited to participate in Teach-In and they become key guests to the education of careers and responsibilities for our students. In addition, we have the Grandparents Program established in our school under the ADDitions Volunteer Program. Pre-screened and identified volunteer grandparents are assigned to Oak Hill. This partnership enables Oak Hill to utilize community volunteers to enhance instruction. Volunteers are assigned to a specific grade level to assist struggling students with reading, math and/or writing. Lastly, our school provides economical support through the "Love Pantry" program which supplies our school community with non-perishable items for families in need.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Jones, June	Principal
Welch, Pamela	Instructional Coach
Mendizabal, Carmen	Instructional Coach
Prater, Robert	Dean
Weaver-Baker, Terica	Guidance Counselor

#### Duties

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

All members of my leadership/MTSS team serve as instructional leaders and practice shared decision making. We meet weekly to discuss, review, plan, and determine plans of action. This team consists of the following: The principal who provides a common vision for the use of data-based decision-making and ensures that the school-based team is implementing MTSS; the Dean who provides guidance and expertise in the area of student conduct and the parent/student/teacher/school connection; the Guidance/Staffing Coordinator who provides support and guidance in meeting the overall needs of students receiving ESE services, decreasing the disproportionate classification in Special Education and conducting ESE related meetings as needed for the purposes of staffing, intervention, parent communication and student guidance; the CRT who develops, leads, and supports school core content standards and programs; assists in the design and implementation for progress monitoring, data collection and analysis; and provides staff development; the ESOL Curriculum Compliance Teacher who 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, and conducts meetings as needed to discuss the needs and progress of the LEP students on an ANI Plan; and the Reading Coach who provides guidance on the school reading plan; provides professional development and technical assistance to teachers regarding Tier I, II, III intervention reading plans with special emphasis on decreasing the disproportionate classification in Special Education.

***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 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 (Rosalind 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.

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 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.

## **School Advisory Council (SAC)**

### **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	Parent
Tracy Slack	Parent
Rosemary Wright	Education Support Employee
Terica Weaver-Baker	Teacher
Pamela Welch	Teacher
Carmen Mendizabal	Teacher
Miguel Mendizabal	Business/Community
Carol Haderer	Teacher
Lucille Bloomer	Teacher
Richard Allen	Business/Community
Florece Shaw	Parent
Donna Linares	Parent
Kiva Hair	Parent
Gutsheyne Dor	Parent
Ivelisse Ruiz	Parent
Cindy Rosario	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

The school improvement plan was presented to the School Advisory Committee (SAC) for review and recommendations. All members were given opportunity to ask questions regarding the SIP. Their questions were answered helping them have a better understanding of the purpose of the school improvement plan before they submitted their vote for approval of the plan.

*Development of this school improvement plan*

The School Advisory Committee (SAC) meets once a month to discuss, and make decisions regarding school improvement efforts. First there is a needs assessment that is conducted based on the results of the effective, and climate school survey. Areas of need are prioritized based on feedback from students, staff and parents. The SAC gives input, and feedback in the areas of academics, technology, school safety and parent involvement.

*Preparation of the school's annual budget and plan*

The school's budget each year is based on the number of students enrolled and depending on the services students receive determines the amount. In April of each year budgets are placed in the transfer folder to hire staff in order to accommodate the number of students enrolled.

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

School Improvement funds were used to supplement the after school tutoring sessions focusing on 3rd - 5th grade students who scored level 1 or 2 on the FCAT. Funds allocated \$813.26 were used to purchase Tier 3 intervention materials for reading, math, writing and science.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Jones, June	Principal
Mendizabal, Carmen	Instructional Coach
Weaver-Baker, Terica	Guidance Counselor
Welch, Pamela	Instructional Coach
Prater, Robert	Dean

**Duties**

**Describe how the LLT promotes literacy within the school**

Oak Hill has several initiatives our LLT will be introducing, continuing and improving this school year. We will continue fluid data walls for teachers, continue comprehensive community data wall for our parents and community members, continue Classroom Walkthroughs, continue Eagle Talks and improve the infrastructure and capacity of our Grade Level PLC's. We will continue our six component plan to increase reading achievement at Oak Hill. To support the reading plan, we have purchased classroom libraries for all K-5 classrooms as well as Literacy Tool Kits (3-5) and Voyager Passport (K-2). Additionally, we provide books before school for our students to read while waiting for school to begin for the day.

Continuing the fluid data walls for the teachers and specifically Grade Level PLC's monitors student progress and determines goals PLC's will initiate to address student achievement. Analysis of data by Grade Level PLC's answers questions in order to find the root cause - (Is our core instruction working, if not, why is it not working, what will we do about it and how will we know if our decision making and intervention instruction is working? What is the problem? Why is it occurring? ) Data walls help PLC's hold meaningful conversations.

Our Comprehensive Community Data Wall informs parents, teachers and community leaders our goals to increase Annual Yearly Progress and what it takes to become a high performing school and to truly address the needs of all students. Our SAC and PTA are informed of these goals and help us to achieve them.

Eagle Talks provide on going communication between teachers and students. This communication addresses student progress, goal setting and monitoring. Teachers meet individually with their students, discuss student data, and address common goals and steps to achieve those goals. Frequent Eagle Talks monitor the progress towards individual goals.

We will continue the informal observations by our LLT. These observations provide the LLT and Grade Level PLC's on going analysis of fidelity of program instruction and utilization of effective classroom instructional strategies such as Marzano's 41 strategies and Webb's Depth of Knowledge questioning. Observations also keep LLT and Grade Level PLC's aware of classroom management

strategies and effective pacing. The goal of this data is, of course, to increase effective instruction that promotes engagement for all students.

This year at Oak Hill we really want to improve the infrastructure and utilization of the PLC concept and introduce Root Cause Analysis. Each Grade Level PLC will meet weekly to view grade level data, discuss concerns, determine strengths and weaknesses and develop next steps to increase student achievement. Monthly the Grade Level PLC's will meet with the LLT during POP time (Planning on Purpose) and utilize Root Cause Analysis to analyze data, look for trends and determine "Why" students are not making progress in specific areas. Teams will also come up with a Plan of Action to address the determined Root Cause of the problem. They will continually inform and update the LLT of their action plans and to enlist the help of the LLT as needed. We are really excited about improving our PLC concept and supporting grade levels as they embark on Root Cause Analysis. Finally, our LLT will support the implementation of our six component plan to increase reading achievement for all students. This process began at preplanning in August 2012 with the overview of the plan and was revisited during preplanning August 2014. Monthly grade level PLC meetings will continue to address the effectiveness of the plan and support needed.

## Public and Collaborative Teaching

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

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

We have implemented a POP (Planning On Purpose) school-wide initiative which takes place every Wednesday. POP day has been designed to allow teachers to meet as a grade level for the entire day, on designated Wednesdays, to review, analyze and disaggregate student assessment data, identify the factors causing the achievement gaps, find the root cause to the problems identified using the 5 Whys process, and determine next steps. Teachers have discussions and present concerns, respecting the norms that they have set for meetings, and make instructional decisions based on their findings and discussions. Together they develop a system of support as a team of teachers taking ownership for the overall success of each student on their grade level. Teachers also participate in additional PLC meetings which is held twice a month to discuss concerns related to curriculum needs and grade level specifics needs/events.

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

It is my job as principal to develop a strategic plan to recruit and retain highly qualified teachers. First, I provide an environment that is safe and friendly. I recognize teachers on a weekly basis for their efforts and dedication to the profession. I create PLCs that collaborate, plan, and conduct participatory decision making activities and provide differentiated professional development to meet their professional needs. To recruit teachers, I make a point to provide interns with an experience that fosters instructional strategies that are effective that will prepare them for the classroom whereby using interns to fill vacant positions.

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

Mrs. Mendizabal is the instructional coach/CRT who works closely with teachers on matters related to curriculum, focus, classroom management, student interaction and the Marzano iObservation process. During pre-planning and as an ongoing effort she works with mentees to assist with setting up new classrooms, discuss curriculum, help develop a better understanding of the new design questions targeted for this school year, and assist with data analysis. She also assists to establish classroom organization and instructional strategies to implement for a successful year. The rationale for pairing is based on mutual interests and mentors' strengths and expertise. Careful planning and implementation

goes into effect to provide mentees with observation opportunities of other classroom teachers recognized for their strength in instructional areas and/or techniques that might be helpful for the mentee to observe, add to their instructional tool box, and put into practice.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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. All schools are expected to utilize the standards-based resources during daily instruction.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Oak Hill uses data as a means to inform instruction. Data are analyzed during Grade Level PLC meetings to determine how students' are progressing on Florida Standards. Groups are formed through data review then students are placed in three categories: Proficient, Strategic, and Intensive. Data is disaggregated and teams collaborate on how to differentiate instruction to meet the needs of those students who need enrichment, moderate remediation, or intensive remediation.

Oak Hill also uses data to form intervention groups for R.E.A.D.(Reading Enrichment And Development) Block. The R.E.A.D. Block is a 30-minute time period at the beginning of each day dedicated to school-wide differentiated instruction in Reading. These groups have assessment components built in and the data is used to determine if student placement is meeting their needs or if placement needs to change to a more challenging group or a more intensive remediation. These are fluid groups that change as the data dictates.

Oak Hill utilizes 3 levels of adopted reading materials. They are:

K-5 Comprehensive Core Reading Programs: Tier 1 Core Instruction Grade Level Content/ Benchmarks Whole Group (30-45 min.) + Differentiated Small Group/Centers (45-60 min.). This tool is used to provide initial instruction/differentiated instruction and is used to expose and instruct students on grade level. OCPS approved reading program: Journeys.

K-5 Supplemental Intervention Programs: Tier 2 Core + More Instruction 90 min. Reading Block, Whole Group Instruction, Differentiated Small Group Instruction, Plus Additional Small Group Instruction(30 min. a day beyond the 90 min. Reading Block, 5 days a week) These tools are intended for flexible use as part of differentiated instruction (during the 90 minute Reading Block) or in more intensive interventions (outside the 90 minute Reading Block; 30 min. a day beyond the 90 min. Reading Block, 5 days a week) to meet student learning needs in specific areas of reading. OCPS approved programs: Journeys Literacy Tool Kits and Voyager Passport.

K-5 Comprehensive Intervention Reading Programs: Tier 3 Core + More + More Comprehensive Intervention Reading Program (90 min. Reading Block), Grade Level Benchmark and Vocabulary Instruction (30 min. a day beyond the 90 min. Reading Block, 5 days a week), Additional Small Group Instruction (20 min. a day beyond the 90 min. Reading Block, 5 days a week) This tool is intended for students who are reading one or more years below grade level, and who are struggling (substantial deficiencies) with a broad range of reading skills. OCPS approved programs Journeys Literacy Tool Kits and Voyager Passport.

**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:** 11,160

Oak Hill Elementary is a Title I school who uses 5% of the Title I funds to offer after school tutoring for students who are performing below grade level. This tutoring is offered to students in grades K-5 from 3:30 to 4:30 on Mondays, Tuesdays and Thursdays. The ATS program uses curriculum that supports the regular school day, students utilize research based strategies as they merge mathematics and reading to increase performance in classroom and state assessments. The program includes a rigor in academic curriculum that encourages students to implement critical thinking skills which will increase the depth of their knowledge. It helps to improve academic achievement in reading, mathematics, and writing. In addition, the Minority Achievement Office (MAO) provides an allocation for a teacher to target level 2 students in science to help increase their level of competence. This office is targeting African Americans, and Hispanics as a way to close the academic achievement gap among whites and minorities.

### **Strategy Rationale**

Providing additional after school academic support to low performing students will help close their achievement gap because their 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**

Prater, Robert, robert.prater@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 to determine the effectiveness of the program strategies. Data is also used to develop a plan to increase program's success of the implementation of the objectives. All data is submitted every nine weeks. Data collection consists of formative and summative evaluations, report cards, pre, mid, and post test in reading, math, and science, physical fitness, nutrition, drug/violence prevention and character development. Data quality is structured to enhance steady progress toward meeting the program goals and objectives. Areas of improvement is addressed with intense focus and rigorous instruction.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

At Oak Hill the primary goal for pre-school children is to be transitioned into the public school setting by providing the necessary tools for growth, a conducive environment for learning, a stimulating and developmentally appropriate curriculum in order to be successful. 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. All

first time kindergarteners are also administered the FLKRS (Florida Kindergarten Readiness Screener) and the Journeys Prerequisite Reading Test to determine their readiness level upon entering school. Seventy five percent (6 of 8) of the students participating in our Voluntary Pre-K Program in 2013-2014 and remaining in Oak Hill for kindergarten in 2014-2015 showed readiness based on the results of the Journeys Prerequisite Test. Our goal is to show an increase of at least 5% (3) the percent of VPK students who will enter elementary school ready based on this reading data. Our Voluntary Pre-K teacher is a highly qualified teacher trained in the new Marzano iObservation process and utilizes the teaching and learning strategies as indicated by Marzano. The school's mission is to involve parents in the process. Parents are invited to walk students to class and participate in the morning routine in order to establish consistency with the transition process. Activities such as circle time, to develop literacy and language development, play time to aid in social/emotional development, house keeping teaches responsibility and getting along. Parents are invited to attend parent involvement conferences that focus on helping them to adapt to the goals and expectations of the public school setting. Students who come with a background of a formal education is provided with enrichment activities based on their needs.

### College and Career Readiness

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

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.

***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 will 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.

***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 curriculum connections while applying their newly acquired knowledge and skills. Lessons and activities will be infused with STEM concepts to promote and inspire students to dream of future careers in the technical and science fields.

***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

## 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.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and Instructional Framework.

## Strategic Goals Detail

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

**G1. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and Instructional Framework. 1a**

G043080

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - SWD	39.0
AMO Reading - Hispanic	58.0
AMO Reading - ED	63.0
AMO Math - White	67.0
AMO Math - Hispanic	60.0

**Resources Available to Support the Goal 2**

- Journeys Reading Core
- Action Plan created by the Curriculum Planning Team identifying Close Read passages and live online links
- R.E.A.D. Time reading intervention block
- Scholastic News
- Scholastic Science News
- Classroom Libraries
- Vocabulary Program
- Voyager Passport
- Literacy Tool Kits
- Curriculum Based MTPs
- Item Specs
- Go Math series
- ST Math

**Targeted Barriers to Achieving the Goal 3**

- Teachers need continued coaching and modeling on how to do Close Read that increase rigor.
- Teachers need guidance on how to analyze and use assessment data in order to identify more effective instructional strategies.
- Teacher have difficulty with the implementation of the Marzano Framework and using this tool to guide their instruction.
- Teachers have difficulty implementing mathematical problem solving skills through the implementation of research-based problem solving and critical thinking tasks.

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

Analyze benchmark and Common Assessment data, Review lesson plans for rigor, relevance, and consistency. Focus on trends observed during classroom walk-throughs and iObservation feedback.

**Person Responsible**

June Jones

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

Core reading benchmark assessments results and district benchmark assessments results.  
Classroom walk-through; Informal and formal observations on iObservation.

## 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.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and Instructional Framework. **1**

 G043080

**G1.B1** Teachers need continued coaching and modeling on how to do Close Read that increase rigor. **2**

 B105293

**G1.B1.S1** To provide resources that clearly demonstrate a Close Read. The reading coach will provide side-by-side coaching to provide strategies that support the Close Read. **4**

 S116572

### Strategy Rationale

The overall effectiveness of teachers conducting a Close Read will improve if their level of understanding increases.

### Action Step 1 **5**

Identify resources that clearly demonstrate the Close Read instructional strategy at each grade level.

#### Person Responsible

Pamela Welch

#### Schedule

Monthly, from 8/11/2014 to 4/30/2015

#### Evidence of Completion

Posted on master calendar, sign-in sheets, appropriate hand-outs with agenda, grade level shared folder on SharePoint

**Action Step 2** 5

The reading coach will provide side by side coaching and support to teachers utilizing the Close Read resources.

**Person Responsible**

Pamela Welch

**Schedule**

Weekly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

iOservation data and feedback using the Close Read strategies, Reading coaching log

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

Teachers conducting Close Read sessions that provide students with critical thinking opportunities and more rigorous instruction which includes text dependent questions.

**Person Responsible**

Pamela Welch

**Schedule**

Weekly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Lesson plans, classroom walk-through, informal observations

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

The efficacy of teachers' questioning techniques during the Close Read sessions. Students will use the Close Read strategies small group instruction and independent reading.

**Person Responsible**

June Jones

**Schedule**

Monthly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Student writing samples/monthly assessments reflecting their responses to critical thinking questioning including formative assessments such as exit slips, Performance Matters data, common assessments.

**G1.B2** Teachers need guidance on how to analyze and use assessment data in order to identify more effective instructional strategies. **2**

 B105294

**G1.B2.S1** Provide POP (Planning On Purpose) regularly scheduled grade level planning opportunities. Looking at data and planning their instruction based on data. **4**

 S116573

### **Strategy Rationale**

Effective instructional decision-making that leads to students' success is based on a needs specific plan of action developed through in depth review, analysis and disaggregation of student assessment data that is processed and instructional decisions or changes are determined by the grade specific teachers and support staff.

### **Action Step 1** **5**

Provide professional development targeting the expectation for the POP meeting days and schedule POP (Planning On Purpose) grade level meeting opportunities for teachers grades K-5 on the master calendar.

#### **Person Responsible**

Pamela Welch

#### **Schedule**

Weekly, from 8/27/2014 to 5/27/2015

#### **Evidence of Completion**

Master calendar; Schedule of POP meeting days; POP PLC meeting notes template

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

The leadership team will provide support to teachers on data analysis and using data to drive instruction. The coach will provide side by side coaching to teachers who need additional support on using data to drive instruction.

#### **Person Responsible**

June Jones

#### **Schedule**

Weekly, from 8/27/2014 to 5/29/2015

#### **Evidence of Completion**

Data meeting notes, Performance Matters data, coaching log

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

Teachers will provide assessment data results by accessing online resources and POP PLC meeting notes; Special Area Teachers will take responsibility for the academic instruction of the designated grade level on each scheduled POP meeting day.

**Person Responsible**

Pamela Welch

**Schedule**

Every 6 Weeks, from 10/29/2014 to 5/29/2015

**Evidence of Completion**

POP PLC meeting notes following the process of Root Cause Analysis outlined in the POP meeting notes template uploaded on Collaboration Site

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

Data-based instructional decisions made by teachers to identify student needs; Results of the disaggregated assessment data; Evidence of rigorous and effective lesson planning to allow teachers to inform instruction.

**Person Responsible**

June Jones

**Schedule**

Every 6 Weeks, from 10/29/2014 to 5/29/2015

**Evidence of Completion**

POP PLC Meeting Notes; classroom walk-through observation results, Performance Matters data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Identify resources that clearly demonstrate the Close Read instructional strategy at each grade level.	Welch, Pamela	8/11/2014	Posted on master calendar, sign-in sheets, appropriate hand-outs with agenda, grade level shared folder on SharePoint	4/30/2015 monthly
G1.B2.S1.A1	Provide professional development targeting the expectation for the POP meeting days and schedule POP (Planning On Purpose) grade level meeting opportunities for teachers grades K-5 on the master calendar.	Welch, Pamela	8/27/2014	Master calendar; Schedule of POP meeting days; POP PLC meeting notes template	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	The reading coach will provide side by side coaching and support to teachers utilizing the Close Read resources.	Welch, Pamela	8/11/2014	iObservation data and feedback using the Close Read strategies, Reading coaching log	5/29/2015 weekly
G1.B2.S1.A2	The leadership team will provide support to teachers on data analysis and using data to drive instruction. The coach will provide side by side coaching to teachers who need additional support on using data to drive instruction.	Jones, June	8/27/2014	Data meeting notes, Performance Matters data, coaching log	5/29/2015 weekly
G1.MA1	Analyze benchmark and Common Assessment data, Review lesson plans for rigor, relevance, and consistency. Focus on trends observed during classroom walk-throughs and iObservation feedback.	Jones, June	8/27/2014	Core reading benchmark assessments results and district benchmark assessments results. Classroom walk-through; Informal and formal observations on iObservation.	5/27/2015 weekly
G1.B1.S1.MA1	The efficacy of teachers' questioning techniques during the Close Read sessions. Students will use the Close Read strategies small group instruction and independent reading.	Jones, June	9/22/2014	Student writing samples/monthly assessments reflecting their responses to critical thinking questioning including formative assessments such as exit slips, Performance Matters data, common assessments.	5/29/2015 monthly
G1.B1.S1.MA1	Teachers conducting Close Read sessions that provide students with critical thinking opportunities and more rigorous instruction which includes text dependent questions.	Welch, Pamela	9/22/2014	Lesson plans, classroom walk-through, informal observations	5/29/2015 weekly
G1.B2.S1.MA1	Data-based instructional decisions made by teachers to identify student needs; Results of the disaggregated assessment data; Evidence of rigorous and effective lesson planning to allow teachers to inform instruction.	Jones, June	10/29/2014	POP PLC Meeting Notes; classroom walk-through observation results, Performance Matters data	5/29/2015 every-6-weeks
G1.B2.S1.MA1	Teachers will provide assessment data results by accessing online resources and POP PLC meeting notes; Special Area Teachers will take responsibility for the academic instruction of the designated grade level on each scheduled POP meeting day.	Welch, Pamela	10/29/2014	POP PLC meeting notes following the process of Root Cause Analysis outlined in the POP meeting notes template uploaded on Collaboration Site	5/29/2015 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and Instructional Framework.

**G1.B1** Teachers need continued coaching and modeling on how to do Close Read that increase rigor.

**G1.B1.S1** To provide resources that clearly demonstrate a Close Read. The reading coach will provide side-by-side coaching to provide strategies that support the Close Read.

### PD Opportunity 1

Identify resources that clearly demonstrate the Close Read instructional strategy at each grade level.

#### Facilitator

Curriculum Planning Team; Dr. Pamela Welch - Reading Coach; Teacher Leaders

#### Participants

Classroom Teachers, paraprofessionals; leadership team

#### Schedule

Monthly, from 8/11/2014 to 4/30/2015

**G1.B2** Teachers need guidance on how to analyze and use assessment data in order to identify more effective instructional strategies.

**G1.B2.S1** Provide POP (Planning On Purpose) regularly scheduled grade level planning opportunities. Looking at data and planning their instruction based on data.

### PD Opportunity 1

Provide professional development targeting the expectation for the POP meeting days and schedule POP (Planning On Purpose) grade level meeting opportunities for teachers grades K-5 on the master calendar.

#### Facilitator

Reading Coach; CRT; Teacher Leaders; Principal

#### Participants

Classroom Teachers; Paraprofessionals; Leadership Team

#### Schedule

Weekly, from 8/27/2014 to 5/27/2015