

Orange County Public Schools

Oak Hill Elementary



2015-16 School Improvement Plan

Oak Hill Elementary

11 S HIAWASSEE RD, Orlando, FL 32835

www.ocps.net/lc/west/eoh

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	B	A

**Preliminary 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 was approved by the Orange County School Board on 9/14/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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

This year 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.

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 Code of Student Conduct is the written document that is presented to students by the dean each nine weeks and reinforced by teachers. Parent signatures are required to ensure they are also aware of school and district expectations. On the first day of school all students 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 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 OCPS 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.

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 STARS 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 has provided economical support through the "Love Pantry" program which supplies our school community with non-perishable items for families in need. This school year the school plans to continue the program pending the approval of the school district.

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 is taken each day by teachers and recorded in ProgressBook, Orange County's system for monitoring student attendance. When a student is absent more than 4 days in a month, the teacher notifies the registrar and a letter is sent to parents notifying them of attendance concerns. When the student reaches 5 unexcused absences, school staff meets with the parent to discuss the absences. The social worker is also involved in order to provide the family with assistance, if needed. Additional interventions and/or support is provided to increase the likelihood of regular attendance. Oak Hill has implemented a policy to decrease suspensions by utilizing a teacher buddy system as an alternative to suspensions. When a student commits a level 2 or 3 offense, he/she is sent an alternative classroom for a specified period of time to de-escalate the behavior. Parents are notified of the misbehavior and consequences; students may be assigned to the alternative class for up to 5 days.

Oak Hill sends parents weekly progress reports regarding their child's overall academic and behavioral performance. Parents may also monitor their child's grades in ProgressBook. Two report card conference nights are scheduled during the 1st and 3rd nine weeks to review progress and address academic concerns. Student agendas are used to communicate missing assignments and/or assignments that are due.

Students who are performing below grade level are invited to participate in the after-school tutoring program in math and reading. Program monitors also work one-on-one with targeted students to provide tier 3 intervention during the school day. These systems address root cause factors, thereby leading to increased 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 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.

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

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. Through the Love Pantry program the school provides families in need with non-perishable food items.

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:

Name	Title
Jones, June	Principal
Welch, Pamela	Instructional Coach
Mendizabal, Carmen	Instructional Coach
Prater, Robert	Dean
Weaver-Baker, Terica	Guidance Counselor
Roach, Yvette	Teacher, Career/Technical
Steding, Jeanne	Instructional Media

Duties

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.

Ms. Carmen Mendizábal - 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, and plans/provides professional development.

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. Yvette Roach, Parent Involvement Resource Teacher - Provides parents with support in matters related to student achievement, parent involvement methods and closing the achievement gap.

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 (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.

School Advisory Council (SAC)

Membership:

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
Carmen Mendizabal	Teacher
Miguel Mendizabal	Business/Community
Carol Haderer	Business/Community
Lucille Bloomer	Teacher
Richard Allen	Business/Community
Florece Shaw	Parent
Donna Linares	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 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.

Development of this school improvement plan

The 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.

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.

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.

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

No

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.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Jones, June	Principal
Mendizabal, Carmen	Instructional Coach
Weaver-Baker, Terica	Guidance Counselor
Welch, Pamela	Instructional Coach
Prater, Robert	Dean
Roach, Yvette	Other
Steding, Jeanne	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

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. Last year, the root cause analysis process was introduced to teachers and will continue for 2015-16. To support the reading plan, classroom libraries, Reading Tool Kits (K-2), Literacy Tool Kits (3-5) and Voyager Passport (K-2) will be implemented this year. In addition to iReady Reading, the iReady Math program has been added to provide students with math intervention. ESE students will utilize iStation for reading intervention.

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.

This year the LLT will focus on improving the infrastructure and utilization of the PLC concept and fine tune the root cause 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.

This year the LLT will professional development on close reading strategies and text dependent questions that range in complexity. 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.

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

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.

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.

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 setting up their classroom, 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.

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.

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 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.

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: 7,840

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, reading and science 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 science to help increase their level of competence. This initiative targets African Americans and Hispanics in an effort to close the achievement gap for minority students.

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

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 determine the effectiveness of program strategies. Data is also used to develop a plan to increase the program's success implementation. All data is submitted every nine weeks. Data collection consists of formative and summative evaluations, report cards, pre, mid, and post tests 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.

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 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. All first time kindergartners 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 2014-2015 and remaining at Oak Hill for kindergarten in 2015-2016 showed readiness based on the results of the Journeys Prerequisite Test.

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.

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. 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.

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.

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.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

.

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.

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.

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.** Increase parental involvement by creating opportunities for parents to learn academic skills to help their children, therefore increasing academic student achievement (Division Priority: Provide Empowering Environments)

- G2.** Academic student achievement will increase by utilizing the Florida Standards, Instructional Framework, and the Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance)

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. Increase parental involvement by creating opportunities for parents to learn academic skills to help their children, therefore increasing academic student achievement (Division Priority: Provide Empowering Environments) 1a

G072927

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Parent Newsletter
- Parent Information Flyers
- Core Curriculum Based Materials Specific to ELL students
- Bilingual Paraprofessionals
- Bilingual SAC members

Targeted Barriers to Achieving the Goal 3

- Parents seem to lack motivation and seem to be unaware of how they can support the school and increase student achievement.

Plan to Monitor Progress Toward G1. 8

Analyze parent attendance data and student assessment data to see if there is a correlation between increased parental involvement and student achievement

Person Responsible

June Jones

Schedule

Every 2 Months, from 11/20/2015 to 5/27/2016

Evidence of Completion

Student growth charts, data walls, parent attendance sign-in sheets

G2. Academic student achievement will increase by utilizing the Florida Standards, Instructional Framework, and the Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance) **1a**

 G072928

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - SWD	46.0
AMO Reading - All Students	70.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	

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
- Curriculum Maps
- Fusion Science
- Science Boot Camp materials
- STEM activities

Targeted Barriers to Achieving the Goal **3**

- Teachers need continued coaching on the utilization of Close Reading strategies and the development of text dependent questions that range in complexity.

Plan to Monitor Progress Toward G2. 8

Analyze formative and summative assessment data, review lesson plans for rigor, relevance, and consistency, focus on trends observed during classroom walk-through and i-Observation feedback.

Person Responsible

June Jones

Schedule

Monthly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Journeys (core reading program) and Write Score and i-Ready assessment result, classroom walk-through, informal and formal observations on i-Observation and formative and summative assessment data

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. Increase parental involvement by creating opportunities for parents to learn academic skills to help their children, therefore increasing academic student achievement (Division Priority: Provide Empowering Environments) **1**

 G072927

G1.B2 Parents seem to lack motivation and seem to be unaware of how they can support the school and increase student achievement. **2**

 B190410

G1.B2.S1 Increase the amount of information about what is happening in class and tips for parents on how to help their children at home. **4**

 S201826

Strategy Rationale

We would expect to see an increase in student achievement due to parents' increased knowledge of what their child is doing at school

Action Step 1 **5**

Increase parental involvement in school functions utilizing a variety of communication tools

Person Responsible

Yvette Roach

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, meeting notes, newsletters, parent information flyers, parent involvement reports

Action Step 2 5

Create opportunities for parents to learn academic skills to help their children

Person Responsible

Yvette Roach

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Newsletters, sign-in sheets, Curriculum Parent Night agendas, other school events agendas

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

The Parent Involvement Resource Teacher will provide parents with tips on how to help their children at home

Person Responsible

June Jones

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Parent tips flyers, newsletters, agendas

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

The overall effectiveness of parental communication and resources provided

Person Responsible

Yvette Roach

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Parent feedback sheets/surveys, data collected from attendance sign-in sheets

G2. Academic student achievement will increase by utilizing the Florida Standards, Instructional Framework, and the Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance) 1

G072928

G2.B1 Teachers need continued coaching on the utilization of Close Reading strategies and the development of text dependent questions that range in complexity. 2

B190411

G2.B1.S1 To provide resources that clearly demonstrate a Close Read and the development of text dependent questions ranging in complexity. The reading coach will provide side-by-side coaching to provide strategies that support the Close Read. 4

S201828

Strategy Rationale

The overall effectiveness of teachers unfolding 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 and development of text dependent questions with varying complexity levels at each grade level.

Person Responsible

Pamela Welch

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Notifications via master calendar, quarterly Close Read Performance task schedule, sign-in sheets, appropriate hand-outs with agenda, grade level shared folder on SharePoint

Action Step 2 5

The leadership team will implement a monthly monitoring plan; leadership team will walk, collaborate, calibrate, and quantify their walks.

Person Responsible

June Jones

Schedule

Weekly, from 9/28/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback, lesson plans, and monitoring plan regarding the Close Read strategies.

Action Step 3 5

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

Person Responsible

Pamela Welch

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Performance Coach Test Prep, iObservation data and feedback regarding the use of the Close Read strategies

Plan to Monitor Fidelity of Implementation of G2.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

Quarterly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Lesson plans, classroom walk-through, formal and informal observations

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

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

Person Responsible

June Jones

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Students' writing samples reflecting their responses to critical thinking questioning including formative assessments such as exit slips; quarterly assessments; Write Score data; formative assessments; teachers' demonstration of effective Close Read strategies during informal/formal observations, i-Observation data and feedback to teachers.

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.B2.S1.A1	Increase parental involvement in school functions utilizing a variety of communication tools	Roach, Yvette	8/24/2015	Sign-in sheets, meeting notes, newsletters, parent information flyers, parent involvement reports	5/27/2016 monthly
G2.B1.S1.A1	Identify resources that clearly demonstrate the Close Read instructional strategy and development of text dependent questions with varying complexity levels at each grade level.	Welch, Pamela	8/17/2015	Notifications via master calendar, quarterly Close Read Performance task schedule, sign-in sheets, appropriate hand-outs with agenda, grade level shared folder on SharePoint	5/31/2016 quarterly
G1.B2.S1.A2	Create opportunities for parents to learn academic skills to help their children	Roach, Yvette	10/5/2015	Newsletters, sign-in sheets, Curriculum Parent Night agendas, other school events agendas	5/27/2016 quarterly
G2.B1.S1.A2	The leadership team will implement a monthly monitoring plan; leadership team will walk, collaborate, calibrate, and quantify their walks.	Jones, June	9/28/2015	i-Observation data and feedback, lesson plans, and monitoring plan regarding the Close Read strategies.	6/8/2016 weekly
G2.B1.S1.A3	The reading coach will provide demonstration lessons, side by side coaching and support to teachers utilizing the Close Read resources.	Welch, Pamela	8/24/2015	Performance Coach Test Prep, iObservation data and feedback regarding the use of the Close Read strategies	6/8/2016 quarterly
G1.MA1	Analyze parent attendance data and student assessment data to see if there is a correlation between increased parental involvement and student achievement	Jones, June	11/20/2015	Student growth charts, data walls, parent attendance sign-in sheets	5/27/2016 every-2-months
G1.B2.S1.MA1	The overall effectiveness of parental communication and resources provided	Roach, Yvette	10/5/2015	Parent feedback sheets/surveys, data collected from attendance sign-in sheets	5/27/2016 monthly
G1.B2.S1.MA1	The Parent Involvement Resource Teacher will provide parents with tips on how to help their children at home	Jones, June	10/5/2015	Parent tips flyers, newsletters, agendas	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Analyze formative and summative assessment data, review lesson plans for rigor, relevance, and consistency, focus on trends observed during classroom walk-through and i-Observation feedback.	Jones, June	9/14/2015	Journeys (core reading program) and Write Score and i-Ready assessment result, classroom walk-through, informal and formal observations on i-Observation and formative and summative assessment data	5/31/2016 monthly
G2.B1.S1.MA1	The efficacy of teachers' questioning techniques during the Close Read sessions and student use of the Close Read strategies during small group instruction and independent reading will be observed.	Jones, June	9/21/2015	Students' writing samples reflecting their responses to critical thinking questioning including formative assessments such as exit slips; quarterly assessments; Write Score data; formative assessments; teachers' demonstration of effective Close Read strategies during informal/formal observations, i-Observation data and feedback to teachers.	5/31/2016 monthly
G2.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	9/14/2015	Lesson plans, classroom walk-through, formal and informal observations	5/31/2016 quarterly

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. Increase parental involvement by creating opportunities for parents to learn academic skills to help their children, therefore increasing academic student achievement (Division Priority: Provide Empowering Environments)

G1.B2 Parents seem to lack motivation and seem to be unaware of how they can support the school and increase student achievement.

G1.B2.S1 Increase the amount of information about what is happening in class and tips for parents on how to help their children at home.

PD Opportunity 1

Create opportunities for parents to learn academic skills to help their children

Facilitator

Roach, Yvette (Parent Involvement Resource Teacher)

Participants

Leadership Team, Classroom Teachers, Paraprofessionals, Program Monitors

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

G2. Academic student achievement will increase by utilizing the Florida Standards, Instructional Framework, and the Florida Continuous Improvement Model. (Division Priority: Accelerate Student Performance)

G2.B1 Teachers need continued coaching on the utilization of Close Reading strategies and the development of text dependent questions that range in complexity.

G2.B1.S1 To provide resources that clearly demonstrate a Close Read and the development of text dependent questions ranging in complexity. 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 and development of text dependent questions with varying complexity levels at each grade level.

Facilitator

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

Participants

Classroom Teachers, Paraprofessionals; Leadership Team

Schedule

Quarterly, from 8/17/2015 to 5/31/2016

PD Opportunity 2

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

Facilitator

Dr. Pamela Welch - Reading Coach, Carmen Mendizábal - CRT

Participants

Classroom Teachers, Leadership Team, paraprofessionals

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

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

G1. Increase parental involvement by creating opportunities for parents to learn academic skills to help their children, therefore increasing academic student achievement (Division Priority: Provide Empowering Environments)

G1.B2 Parents seem to lack motivation and seem to be unaware of how they can support the school and increase student achievement.

G1.B2.S1 Increase the amount of information about what is happening in class and tips for parents on how to help their children at home.

PD Opportunity 1

Increase parental involvement in school functions utilizing a variety of communication tools

Facilitator

Roach, Yvette (Parent Involvement Resource Teacher)

Participants

Parents, Teachers, Leadership Team, ELL Paraprofessionals,

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Budget

Budget Data						
1	G1.B2.S1.A1	Increase parental involvement in school functions utilizing a variety of communication tools				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1501 - Oak Hill Elementary	Title I Part A		\$0.00
<i>Notes: Parent Resource Part-Time Position</i>						
2	G1.B2.S1.A2	Create opportunities for parents to learn academic skills to help their children				\$0.00
3	G2.B1.S1.A1	Identify resources that clearly demonstrate the Close Read instructional strategy and development of text dependent questions with varying complexity levels at each grade level.				\$4,340.70
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1501 - Oak Hill Elementary	Title I Part A		\$4,340.70

Budget Data							
4	G2.B1.S1.A2	The leadership team will implement a monthly monitoring plan; leadership team will walk, collaborate, calibrate, and quantify their walks.					\$0.00
5	G2.B1.S1.A3	The reading coach will provide demonstration lessons, side by side coaching and support to teachers utilizing the Close Read resources.					\$64,539.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	1141	100-Salaries	1501 - Oak Hill Elementary	Title I Part A		\$64,539.00	
			<i>Notes: Reading coach salary</i>				
Total:						\$68,879.70	