

Pinellas County Schools

SOUTHERN OAK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Southern Oak Elementary is to educate and prepare each student for college, career and life.

Provide the school's vision statement

Southern Oak's vision is 100% student success.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nicole Wilson

Position Title

Principal

Job Duties and Responsibilities

Ensure safety and effective school operations, provide instructional leadership, oversee implementation of all aspects of our SIP, hiring/on boarding/evaluation/retention of quality teachers/staff. Ensure each layer of our academic and student support system are implemented. Ensure accountability of our school stakeholders in working toward 100% student success.

Leadership Team Member #2

Employee's Name

Brandie Jessie

Position Title

Assistant Principal

Job Duties and Responsibilities

To support and amplify the work of the Principal in safety, operations and instructional leadership.

Leadership Team Member #3

Employee's Name

Courtney Finn

Position Title

Instructional Coach

Job Duties and Responsibilities

Ensure full implementation of our MTSS framework; lead our extended learning program, coordinate approaches to intervention and Title-1 services, provide direct instruction for targeted students in reading and math for at least 45 minutes of each instructional day.

Leadership Team Member #4

Employee's Name

Krista Hamilton

Position Title

School Counselor

Job Duties and Responsibilities

Ensure a robust level of supports and interventions around our MTSS behavioral systems framework. Provide direct instruction for students in Social-Emotional Learning. Work alongside our ESE team in helping our students with disabilities to achieve at their highest potential.

Leadership Team Member #5

Employee's Name

Alma Taylor

Position Title

Social Worker

Job Duties and Responsibilities

Focus on boosting students' attendance rates; provide social emotional supports for students; Lead our Child Study Team (problem-solving approach to student attendance and barriers to success); Provide other related services in support of our SIP progress.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School based Leadership Team (SBLT) meets weekly to problem-solve around student success, and also monitor elements of our SIP. SBLT also meets frequently to discuss current and needed initiatives and plan professional development/focus for faculty/team meetings. School Advisory Committee (SAC) reviews/discusses SIP and provides final approval.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

SBLT monitors ongoing student data, and plans and implements tiered interventions for students around academic and behavioral needs, and ensures we are making sufficient progress toward each component of our SIP. We monitor individual student data in teacher Professional Learning Communities (PLCs) and school leadership on a regular basis, using this data to plan content-specific interventions, student groupings, and approaches to help each child achieve learning gains.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	46.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	10	17	21	19	20				87
One or more suspensions	0	0	0	2	2	1				5
Course failure in English Language Arts (ELA)	0	0	0	8	1	5				14
Course failure in Math	0	0	0	7	2	2				11
Level 1 on statewide ELA assessment	0	0	0	2	3	17				22
Level 1 on statewide Math assessment	0	0	0	1	6	12				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	11	12	4						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	3	5	20	17					49

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	5	8	11				26

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	2	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		21	21	29	22	16				109
One or more suspensions				1	1	2				4
Course failure in ELA				7	1	4				12
Course failure in Math				2	7	5				14
Level 1 on statewide ELA assessment				4	22	21				47
Level 1 on statewide Math assessment				5	17	11				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1		6	11	16				34

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				5	1					6
Students retained two or more times						1				1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	66			52	54	53	57	55	56
ELA Grade 3 Achievement **	76			51	54	53			
ELA Learning Gains	68						62		
ELA Learning Gains Lowest 25%	68						36		
Math Achievement *	68			66	61	59	69	51	50
Math Learning Gains	59						71		
Math Learning Gains Lowest 25%	49						64		
Science Achievement *	76			68	62	54	48	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	70			44	64	59	56		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	603
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	59%	58%	51%		54%	62%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	72%	No		
English Language Learners	70%	No		
Black/African American Students	58%	No		
Hispanic Students	60%	No		
Multiracial Students	70%	No		
White Students	70%	No		
Economically Disadvantaged Students	68%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	44%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	55%	No		
Multiracial Students	68%	No		
White Students	64%	No		
Economically Disadvantaged Students	53%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	62%	No		
Native American Students				
Asian Students				
Black/African American Students	57%	No		
Hispanic Students	55%	No		
Multiracial Students	70%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	66%	76%	68%	68%	68%	59%	49%	76%					70%
Students With Disabilities	65%	83%	79%	80%	54%	67%	55%	91%					
English Language Learners	66%	62%	84%		59%	74%		70%					73%
Black/African American Students	58%		67%		58%	67%	50%	45%					
Hispanic Students	59%	65%	64%	50%	61%	58%	46%	69%					65%
Multiracial Students	87%				53%								
White Students	68%	83%	69%	76%	75%	59%	46%	83%					
Economically Disadvantaged Students	63%	75%	75%	81%	64%	63%	41%	73%					77%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	51%			66%			68%					44%
Students With Disabilities	40%	44%			54%								
English Language Learners	47%	15%			53%								59%
Black/African American Students	36%				44%								
Hispanic Students	50%	41%			56%			63%					65%
Multiracial Students	57%				79%								
White Students	52%	59%			73%			70%					
Economically Disadvantaged Students	41%	38%			55%			64%					65%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	57%		62%	36%	69%	71%	64%	48%					56%
Students With Disabilities	27%		43%		59%	64%							
English Language Learners	45%		60%		68%	80%							56%
Native American Students													
Asian Students													
Black/African American Students	50%		67%		50%	61%							
Hispanic Students	44%		48%		59%	67%							56%
Multiracial Students	67%				73%								
Pacific Islander Students													
White Students	61%		64%	35%	75%	75%	72%	54%					
Economically Disadvantaged Students	48%		58%	38%	61%	65%	65%	43%					55%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our ELA scores showed significant improvement this year, specifically in third grade. We elevated from 58% overall proficiency to 66%. In third grade, the percentage of students reading on grade level skyrocketed from 51% to 76%. A focus on the foundations of reading (phonics, phonemic awareness and fluency) in the primary grades contributed to the increase in this area. For the past two years, we have really pushed phonics instruction with clear, intentional lessons focused on the needs of each individual student and this approach is really working.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the data, math learning gains of our bottom quartile are an area of weakness. The LG overall are up from last year's scores but compared to the rest of the data, this an area in which to focus our attention this year.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

While not a huge decline, our math scores did slip this year from the levels that they have been in previous years. In 2023, our overall Math proficiency was 70% and in 2024 overall Math proficiency was 69%. Our scores in ELA and Science increased by 14 points overall so a decline is a cause for a solid plan to get back on track.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA, Math and Science overall scores were above the state averages. Again, we had a 14 point increase in ELA and Science data but our Math scores, while performing above the state average, dropped by one point over last year's score.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is our highest priority across the board. Our 1st-5th grade students who were absent 10% or more are where we need to focus our resources and attention. If we had better attendance from these students, many of which are low performing students, their achievement levels would increase.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

#1: Improve students' reading fluency and standards-aligned thinking skills to ensure greater ELA success.

#2: Improve students' math standards-aligned problem-solving skills to ensure high levels of learning gains.

#3: Continue the approaches in science instruction that helped our students improve their proficiency.

#4: Ensure consistency across our school in our instructional environments, with all teachers accountable for communicating on "learning boards" our students' daily learning targets, progress toward mastery, and exemplars of meeting the various success criteria across ELA, Math and Science Standards.

#5: Improve our overall implementation of PBIS to be more consistent across classrooms and common areas of our school. Focus on teaching and reinforcing students' positive behaviors and maintaining a safe & respectful learning environment for all students.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

66% of our students in grades 3-5 demonstrated proficiency in ELA, meaning 34% of our students did not demonstrate ELA proficiency. Much of this proficiency gap comes students needing to improve reading fluency, vocabulary knowledge, and standards-based reading comprehension skills. We must continue to build our teachers' core instructional practice and interventions that will help all students improve their phonemic awareness, working vocabulary, and overall reading comprehension and writing abilities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will help all students improve their reading fluency, vocabulary knowledge, and writing skills so that our students' overall ELA proficiency increases from 66% to 75% as measured on FAST (3-5) and STAR (VPK-2) assessments. Our goal for our third-grade cohort is 75% proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers, Administrators and MTSS Coach will closely monitor students' ELA data throughout the year, primarily during PLC team meetings and focused student-data chats. Students will become part of this process as they stay aware of their relative data, set goals, and celebrate their growth across the school year. Students' ELA achievement and learning gains will be monitored throughout the year with various assessments and data, including: FAST/STAR Progress Monitoring (September, December, May) IStation ISIP assessments (monthly, August to May) ELFAC/Core Phonics assessments (1:1 monitoring, ongoing throughout the year) Reading Running Record Levels (1:1 monitoring, ongoing throughout the year) and Written Responses: Rubric-scored / Exemplars

Person responsible for monitoring outcome

Nicole Wilson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will ensure that our whole group and small group ELA instruction in both reading and writing is designed and implemented according to evidence-based principles, including systematic approaches to: improve students' phonemic awareness; grow students' working vocabulary knowledge; help all students elevate their reading fluency and writing abilities to proficiency ; ensure students with disabilities (SWD) and students who are English language learners (ELL) receive specially designed instruction and interventions that help them to accelerate their reading fluency levels as well as their working vocabulary and language usage abilities, to elevate toward ELA proficiency. We will also will strategically focus on our K-3 teacher's ELA instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback from teacher-leaders, coaches, and administrators.

Rationale:

Explicit instructional practices are critical for teaching novices (i.e., elementary students) in learning new content, skills, or concepts. Effective instruction requires: 1) full, clear explanations; 2) teacher modeling; 3) providing a "worked-out" sample with full teacher explanation; 4) full guidance during student practice; and 5) timely, teacher corrective feedback. Moreover, to develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetic), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increase students' time spent independently reading

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024 through May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Action Step #2

ELA Champions

Person Monitoring:

Nicole Wilson

By When/Frequency:

August 2024 through March 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Recruit strong ELA Champions at each grade level so that school leaders and teachers will attend ELA Champion meetings 3x a year and partner to collaborate and focus on strengthening practices to support implementation of B.E.S.T. Standards and ELA curriculum aligned to the standards.

Action Step #3

Balanced Reading Instruction

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024 to May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multi-sensory intervention strategies.

Action Step #4

Learning Boards in every classroom

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024 to May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure all teachers install and maintain "Learning Boards" that include daily BEST standards-aligned ELA learning targets; a place to post student data progress (ex: FAST, ISIP, Running Records); and, examples of mastery, and exemplars (ex: writing samples, responses to exit tickets, etc.).

Action Step #5

Third Grade Impact Team

Person Monitoring:

Nicole Wilson

By When/Frequency:

August 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Third grade teachers, MTSS Coach, administrators and hourly teachers will support our third-grade students by engaging in intervention groups based on students' individual needs.

Action Step #6

Gifted Microcredential

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024-March 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will be offered to teachers based on the gifted microcredential so that those students who are already proficient are challenged and continue to make learning gains.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

69% of our students in grades 3-5 demonstrated proficiency in Math, meaning 31% of our students did not demonstrate Math proficiency. We will increase our students' overall math abilities by continuing to deepen our knowledge of Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will help all students improve their math number sense, computation, and thinking & reasoning skills to ensure our students' overall Math proficiency increases from 69% to 75% as measured on FAST (3-5) and STAR (K-2) assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers, Administrators and MTSS Coach will closely monitor students' Math data throughout the year, primarily during PLC team meetings and focused student-data chats. Students will become part of this process as they stay aware of their relative data, set goals, and celebrate their growth in math across standards. Students' Math achievement and learning gains will be monitored throughout the year with various assessments and data, including: FAST/STAR Progress Monitoring (September, December, May), Dreambox lesson completion and accuracy rates (ongoing, August to May), Unit benchmark assessments through Performance Matters (ongoing, August to May), Standards-aligned exit tickets/formative assessments, monitored for accuracy & posted on classroom "Learning Boards" as evidence of mastery, Math running records to measure computational fluency (especially multiplication; grade 4.)

Person responsible for monitoring outcome

Nicole Wilson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will deepen our understanding of Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Rationale:

We will support students as they work towards daily standards-aligned learning goals in math, shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they become clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics students are learning, situates goals within learning progressions, and uses the goals to inform instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014.)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Just in Time Coaching

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024 to April 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers, MTSS and administrators engage in Just-in-Time content Professional Development to learn what students are expected to master, including the vertical progression of standards, the horizontal alignment of standards, Mathematical Thinking and Reasoning Standards (MTR's) and stages of fluency.

Action Step #2

Student Goal Setting

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024-April 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers, MTSS and administrators implement and facilitate a goal setting environment where students regularly and visibly participate in setting their own goals, monitor academic progress throughout the year, revise goals based on data, and celebrate success.

Action Step #3

Math Learning Boards in every classroom

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024-October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure all teachers install and maintain "Learning Boards" that include daily BEST standards-aligned Math learning targets; a place to post student data progress (ex: FAST, Dreambox, Unit Tests); and examples of mastery, and exemplars (ex: writing samples, responses to exit tickets, etc.)

Action Step #4

Gifted Microcredential Professional Development

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

August 2024-December 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will be offered to teachers based on the gifted microcredential so that those students who are already proficient are challenged and continue to make learning gains.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While there was a +9% jump in Science proficiency from our 2022-23 (68%) to 2023-24 (77%) cohorts of 5th grade students, we still must improve instructional practices to sustain this growth in our students' proficiency. Our area of focus for improving Science instruction in 2024-25 will be to utilize standards aligned curricular materials to create a common foundation of rigorous expectations for all students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will continue to improve our students' knowledge of grades 3-5 science standards to increase our Science proficiency level from 77% to 80% as measured by the 5th grade SSA (Science Standards Assessment) in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers, Administrators and MTSS Coach will closely monitor students' Science data throughout the

year, primarily during PLC team meetings and focused student data chats. Students will become part of this process as they stay aware of their relative data, set goals, and celebrate their growth in science across standards. Students' mastery of science standards and related vocabulary will be monitored through: Unit Benchmark Assessments for 4th and 5th grade, Mid-Year Formative Check in January, Mock SSA in April, Standards-aligned exit tickets/text-dependent formative assessments, monitored for accuracy & posted on classroom "Learning Boards" as evidence of mastery (ongoing), "Gamified" science vocabulary and conceptual review activities (ongoing)

Person responsible for monitoring outcome

Nicole Wilson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will focus on teacher clarity throughout Science instruction through the use of relevant district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Rationale:

Teacher Clarity as an evidence-based intervention focuses on teaching that is organized and intentional. Teacher clarity ensures that student learning is based on clear, transparent expectations. Students will be provided expectations at the start of each science lesson through standards-aligned learning goals. Students will work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

PLC Planning Opportunities

Person Monitoring:

Nicole Wilson, Principal

By When/Frequency:

Ongoing September-May, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning, teachers will ensure students in grades 1-5 have a deep understanding of the science curriculum, correlation to unit and state assessments, materials management, and

pacing/scheduling.

Action Step #2

Complex Text

Person Monitoring:
Nicole Wilson, Principal

By When/Frequency:
August 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Action Step #3

Student Goal Setting

Person Monitoring:
Nicole Wilson, Principal

By When/Frequency:
August 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Action Step #4

Learning Boards

Person Monitoring:
Nicole Wilson, Principal

By When/Frequency:
August 2024-May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure all teachers install and maintain "Learning Boards" that include daily science standards-aligned learning targets; a place to post student data progress (ex: benchmark/unit assessments); and, examples of mastery, and exemplars (ex: responses to text-dependent exit tickets, etc.).

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will improve our positive culture and environment for learning through systematic implementation of our PBIS systems at Southern Oak Elementary.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will achieve 100% of staff and students aware of and able to describe the components of our PBIS system as measured by focused walkthroughs and surveys, by March 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will continue to provide direct instruction to students and refresher professional development for staff on the components and implementation of our PBIS program. Our Site-Based Leadership/PBIS team will also monitor student discipline data trends and the ongoing implementation of PBIS from intermittent school walkthroughs to look for evidence of implementation (posters, expected procedures in action, "Hoot Loot Store" being utilized with "Hoot Loot" students earn through PBIS.)

Person responsible for monitoring outcome

Brandie Jessie, Assistant Principal/PBIS Coordinator

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our school will improve our practices in order to provide an environment that is supportive of students' academic and positive behavior development through a systematic approach to PBIS.

Rationale:

When school stakeholders clearly define expectations, preferred outcomes, and employ a continuum of interventions and supports to help all students reach their highest potential, then collaborative learning and meaningful relationships can persist throughout our school community.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Staff Professional Development

Person Monitoring:

Brandie Jessie

By When/Frequency:

August-September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide a refresher/professional development for teachers and staff in which we clearly define our

PBIS systems, outcomes, and preferred reinforcements for positive student behaviors.

Action Step #2

Student Instruction

Person Monitoring:

Krista Hamilton

By When/Frequency:

August-October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide direct instruction for all students about our PBIS expectations, procedures, and opportunities for reinforcement, focusing on how "Safe, Kind, Respectful & Responsible" looks and sounds in each area of our school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

www.pcsb.org is the school website where the school improvement plan will be uploaded. The School Improvement Plan will be presented, and families will vote on the current plan and hold the principal responsible for the actions to reaching the goal of the School Improvement Plan. A review of the plan will occur each quarter. The plan will also be uploaded to our Facebook page monitored by the school

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

During family engagement nights, the staff and children will have interactive parent nights that will involve literacy and math nights. These nights will monitor our progress towards the goals set in the school improvement plan. Having trunk or treat and clean up activities will build positive relationships with families

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

The school plan strengthens the academic program by continuing with collaborative planning, having

ELA and Math Champions. While conducting walk throughs progress monitoring, staff will have the opportunity to visit the Champions and MTSS Coordinator to improve academics. Monitoring unit and FAST testing will also improve our academic program.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Not Applicable

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Mental Health training is required for all staff every year. Mental health trainers will come out to work with staff about self-care. Save Club which is a student-centered club creates activities that assist students' mental health awareness.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Not Applicable

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

MTSS meetings address the needs of behaviors. Interventions are created based on observations and data provided by teachers, administrations, and counselors

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

A yearlong professional learning calendar is developed based on data and highest area of need. Data chats are conducted with teachers quarterly to track the progress of each and every student.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

We planned and implemented a Ready, Set Kindergarten evening event for preschool parents to

come in and learn about the school. We also planned a Kindergarten Kickoff event in which parents signed up for times to bring their children to work with kindergarten teachers while parents listened to a presentation from the principal and assistant principal welcoming the families to the school. A tour of the campus was also conducted during Kindergarten Kickoff.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Not applicable

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Not applicable

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00