School Improvement Plan
2015-2016

Southern Oak Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Southern Oak Elementary	Randall	Rozelle

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Shamikia	Green

SCHOOL VISION - What is your school's vision statement?

100% student success

SCHOOL MISSION - What is your school's mission statement?

Educate and prepare each student for future success.

SCHOOL ENVIRONMENT

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

The school implements CHAMPS and Kagan activities in the classroom for staff to get to know the students and to build relationships. Southern Oak uses a positive behavior support system that rewards students for following school-wide rules. Classes then collect rewards at established levels to celebrate their success.

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

The school implements the PCS Core Values by being committed to the children, respectful and caring through the relationships built, culturally competent, acting with integrity, responsibility and connectedness. The school also implements its personal guidelines for success and core values with all students which are respect, responsibility, and kindness.

Describe the school wide 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.

The staff implements CHAMPS school-wide. There are common area posters with the CHAMPS expectations that were developed by the staff. Additionally, the teachers have developed CHAMPS expectations within their classrooms. The students are taught the expectations in the beginning of the school year. The expectations are reinforced through recognition and reward. The students are rewarded individually and as a class. They earn tickets for following the guidelines and have set rewards at different incremental levels.

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.

Identified students are provided with services that match their need identified through problem solving with the MTSS. Services vary from counseling groups with the guidance counselor or social worker, mentoring with volunteers, check in check out system with the behavior specialist, and frequent review of data to monitor and identify needs by the school MTSS. Lower level support is also provided within the classroom by the classroom teacher.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Randall	Rozelle	Principal
Shamikia	Green	Staff
Melanie	Every	Staff
Suzette	Burgos	Support
Cindy	Cheaney	Parent
Craig	Lawrence	Business/Community
Korianne	Knoll	Staff
Rob	Pelzel	Parent
Amy	Nguyen	Parent
Bonnie	Mota	Parent
Shawn	Jean	Parent
Stacey	Cardoza	Parent
Summer	Miller	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Reading, writing, and math scores have not been released at this time. Southern Oak increased it's science score from 57% to 63%. The school successfully implemented it's behavior plan and met it's goal to decrease the number of students that received referrals.

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

Southern Oak spent approximately 150 thousand dollars on staff members to support learning to include a RtI Coach, two full time intervention teachers as well as two part time hourly teachers. In addition to staff, Southern Oak purchased classroom materials, professional development books, and paid stipends.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The School Advisory Council will meet to review and discuss the proposed plan. In this meeting the SAC will make suggestions for revisions and eventually approve of the plan.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC will advise the principal on issues related to student achievement and the safety of the school. The SAC will meet on the

second Wednesday of each month or additionally as needed.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Approximately $2000 for additional duty days and paid stipends for staff to attend training and planning. Approximately $1500 for the assistant principal to conduct additional duty days over the summer for SIP writing.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ⊙ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Randall	Rozelle	rozeller@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Administration Supervision	37	8

Certifications (if applicable)
1-5 Elementary Education, Administration and Supervision

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Stephanie	Blackman	blackmans@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	2.5	2.5

Certifications (if applicable)
K-6 Elementary Education, Educational Leadership, ESOL

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

\# of instructional employees: 71

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100

% certified infield, pursuant to Section 1012.2315(2), F.S.:   100

% ESOL endorsed: 63

% reading endorsed: 12

% with advanced degrees: 21

% National Board Certified: 1

% first-year teachers: 7

% with 1-5 years of experience: 20

% with 6-14 years of experience: 31

% with 15 or more years of experience: 42

PARAPROFESSIONALS

\# of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Administration completes an exhaustive search for the best candidate. Administration attends job fairs and interviews possible candidates after posting positions to find the most qualified recruits. New hires are supported by an assigned mentor and provided frequent feedback from administration on effective teaching strategies to continue to develop their craft.

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

Administration encourages positive relationships by including team building activities, collaborative planning during PLCs and during grade level common planning time. Administration includes positive accomplishments and recognition of teams. Grade levels are also conducting lesson studies.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

All new hires are paired with a mentor on their grade level. In addition, the lead mentor will meet with new hires before school begins to support them in setting up the classroom environment and getting prepared for the school year. Once the year begins the grade level mentor and new hire will meet monthly or more as needed to problem solve.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Southern Oak's School based MTSS Leadership team will meet on a weekly basis. Our focus is to develop and maintain a problem solving system for the success of our school, our teachers and especially our students. We will review data and progress monitor to identify students who are meeting benchmarks, or are at moderate or high risk of not meeting benchmarks. Every 6 weeks the team meets with teachers to monitor individual student's data. The team also looks at common assessment data to progress monitor the school's progress towards our SIP goals. We then identify professional development needed to support the core instruction.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Randall	Rozelle	Principal
Stephanie	Blackman	Assistant Principal
Patricia	Bygrave	RtI Coach
Melanie	Every	Guidance Counselor
Linda	Disesa	Speech/Language Teacher
TBA		Behavior Specialist
Meilssa	Valentine	Social Worker
Mark	Crespa	Psychologist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The team meets weekly with a focus on academics every other week and behavior on the alternating weeks. In addition to our weekly meetings we meet every 6 weeks with teachers to conduct data meetings to monitor the progress of students in tier 2. Following each round of common assessments, data is reviewed to determine progress towards our SIP goals.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

We will use FSA, Running Records, Progress Monitoring data and district common assessments to collect data. The school psychologist, educational diagnostician, and behavior specialist will work with the team to create and maintain a working database in order to integrate multiple sources of data to base decisions about interventions and their effectiveness. The team will identify "at risk" students who are in need of supplemental interventions (Tier 2). Graphs will be created to share with the team for review and to guide the Tier 2 problem solving.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The school based leadership team will provide access to documents such as the Florida Department of Education State wide Problem Solving Response to Instruction/Implementation Plan and the District Plan. Ongoing professional development will be provided during

teacher's common planning time, Professional Learning Communities, and staff meetings.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Southern Oak staff utilizes the Pinellas County Curriculum Guides, CPALMS, and instructional material that were written to align with the Florida Standards. Administrative walkthroughs ensure that the staff is delivering instruction aligned to the standards and the pacing set forth by the county.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Staff uses ongoing progress monitoring data, classroom test data, common assessment data, and statewide assessment data to determine the extent of differentiated instruction required for each child to be successful. Instruction is modified using small group or one on one intervention. Every 6 weeks these groups are adjusted based on the data to determine what students need more intensive intervention or who is being successful with the interventions in place.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Teachers will become proficient in the use of goals and scales in order for teachers and students to understand the standards.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers and students need to be able to understand the expectations of what the standards are asking for and where the students are with that understanding.

Provide a description of the strategy below.

Teachers will use and create goals & scales based on the ELA standards.

How is data collected and analyzed to determine the effectiveness of this strategy?

Administration will conduct walkthroughs, informal observations, and formal observations to collect data on the effective use of goals and scales.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #2

Strategy Type

Every teacher will use small group instruction to differentiate instruction.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To provide instruction at the individual student's level.

Provide a description of the strategy below.

Teachers will implement interventions in a small group setting on the student's independent instructional level.

How is data collected and analyzed to determine the effectiveness of this strategy?

Ongoing progress monitoring will occur biweekly. Teachers will collect the data and it will be reviewed at MTSS every 6 weeks.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers and MTSS

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will have students track their own individual student progress.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Students need to understand where they are in the progression towards understanding the learning goal.

Provide a description of the strategy below.

Teachers will have students self reflect on their learning and rate themselves on the learning scales.

How is data collected and analyzed to determine the effectiveness of this strategy?

Administration will conduct walk throughs and evaluations to determine the effective use of the strategy. Student achievement will ultimately determine it's effectiveness.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

1. Articulation meetings are held on our campus for our biggest feeder schools every year (Osceola and Largo). At these meetings, the 6th grade school counselor presents to the students and answers any questions the may have.
2. The 5th grade school counselor provides a middle school transition lesson to all the 5th grade classes where students ask questions, practice opening locks etc. They also get a brochure to take home and read or discuss with their parents about middle school.
3. The school counselor facilitates all forms that are sent home between the middle schools and the 5th grade students. Students are assisted with picking electives when needed. Parents are sent information about back to school nights or summer orientation classes that their child's school may be having
4. Kindergarten teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member | Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Randall	Rozelle	Principal	rozeller@pcsb.org
Stephanie	Blackman	Assistant Principal	blackmans@pcsb.org
Katherine	Wilson	Teacher	wilsonkath@pcsb.org
Julie	Otto	Media Specialist	ottoj@pcsb.org
Mary	Krause	Teacher	krausema@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Kate	McClelland	Teacher	mcclelland@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Southern Oak's Literacy Leadership Teams creates capacity of reading knowledge within the school by focusing on areas of literacy concern. The team will meet at the county Leading the Learning Cadre trainings and facilitate professional development with the staff following the trainings.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Support for the use of formative assessments
Support for text complexity
Support for instructional skills to improve reading comprehension
Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
Providing scaffolding that does not preempt or replace text reading by students
Developing and asking text dependent questions from a range of question types
Emphasizing students supporting their answers based upon evidence from the text
Providing extensive research and writing opportunities (claims and evidence)
Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		44

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32		52

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58		75

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		47

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44		42

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		47

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	63		76
Black/African American	44		63
Hispanic	53		69
Asian	64		57
American Indian	NA		NA
English Language Learners (ELLs)	50		67
Students with Disabilities (SWDs)	16		60
Economically Disadvantaged	49		69

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Our reading proficiency will meet or exceed state averages for reading achievement.
Increase the percentage of students meeting or exceeding proficiency on the ELA Post Common Assessment at every grade level to 75%.

Provide possible data sources to measure your reading goal.

Florida Standards Assessment, ELA Common Assessments

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers attend professional development on ELA , close reading, and instructional methods.	Identify staff members on each team to attend training and then bring the information back to the team. Administration will attend PLCs to monitor information brought back.
Action 2	**Plan to Implement Action 2**
Teachers meet in Professional Learning Communities to conduct data chats and collaborate regularly to review data and plan instruction.	Train team leaders in collaborative planning and effective PLCs during leadership meetings. Administration will attend PLCs and review minutes to monitor the meetings. Data meetings with MTSS will occur every 6 weeks and the teachers will conduct ongoing progress monitoring.
Action 3	**Plan to Implement Action 3**
Teachers utilize Jan Richardson's Guided Reading Routine (as well as other methods) to meet the unique needs of their students.	Request follow up Just In Time Jan Richardson training through the language arts department.
Action 4	**Plan to Implement Action 4**
Teachers create learning scales and goals based on standards.	Teachers collaborate in PLCs to plan for effective instruction by unpacking standards and creating learning goals and scales.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Our writing proficiency will meet or exceed state averages for writing achievement;
Increase the percentage of students meeting or exceeding proficiency on the ELA Post Common Assessment at every grade level to 75%.

Provide possible data sources to measure your writing goal.

FSA, ELA Common Assessment

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers guide students to regularly strengthen their writing as needed by revising and editing.	Teachers will use PLCs to collaboratively plan effective instruction and writing opportunities. Administration will attend PLCs and monitor meeting minutes in addition to conducting walkthroughs and observations in the classrooms.
Action 2	Plan to Implement Action 2
Teachers provide students with extensive opportunities to write in the ELA block	Teachers will use PLCs to collaboratively plan effective instruction and writing opportunities. Teachers will utilize the recommended guide from the Teaching and Learning book to structure their ELA block.
Action 3	Plan to Implement Action 3
Teachers will use guided writing within the Jan Richardson Routine	Just in time Jan Richardson training will be requested through the county coaches. Administration will follow the training with walkthroughs specifically for the component in classrooms.
Action 4	Plan to Implement Action 4
Teachers will provide opportunities for students to write across the day in different subject areas.	Teachers will use PLCs to collaboratively plan effective instruction and writing opportunities. Administration will review student journals and work samples during walkthroughs.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
87		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	65		74
Black/African American	25		58
Hispanic	46		69
Asian	71		82
American Indian	NA		NA
English Language Learners (ELLs)	50		64
Students with Disabilities (SWDs)	22		60
Economically Disadvantaged	47		67

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Our math proficiency will meet or exceed state averages for math achievement.
Increase the percentage of students meeting or exceeding proficiency on the Math Common Assessment cycle 3 at every grade level to 75%.

Provide possible data sources to measure your mathematics goal.

Florida Standards Assessment, District Common Assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Utilize the intervention block to target academic deficits while using technology resources (e.g., ST Math, Soar to Success, etc...).	Design a school-wide schedule for classes to use the labs. Administration will conduct walkthroughs to monitor use of the labs and review reports provided by the programs.
Action 2	Plan to Implement Action 2

Teachers will work collaboratively during PLCS to analyze formative assessment data.	Utilize a balanced blend of: CPALMs, MFAS, GoMath, and curriculum guides during PLCs and common planning time. Teachers collaboratively identify GoMath lessons that closely align with MFAS to implement. In addition, teachers will work together to utilize and plan from scoring rubrics and scales. Include ESE Specialists in PLC meetings to focus on students with disabilities learning needs to determine the degree of student learning gains and reflect on areas of need for additional remediation.
Action 3	Plan to Implement Action 3
Conduct Professional development in mathematics on developing scales and rubrics.	Schedule Just in time training. Teachers collaborate in PLCs to plan for effective instruction by unpacking the standards and creating learning goals and scales after the training.
Action 4	Plan to Implement Action 4
Conduct professional development in mathematics on journaling.	Schedule just in time training. Teachers collaborate in PLCs to plan for effective instruction and journaling opportunities.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	34	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13	29	30

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase science scores of all students in grades 3-5 from 63% to 70% on the FCAT.

Provide possible data sources to measure your science goal.

FCAT

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increase the amount of informational reading in science content areas throughout the day.	Teachers collaborate in PLCs to plan for effective instruction.
Action 2	Plan to Implement Action 2
Increase the use of effective science journaling to reflect content knowledge.	Use of SLAGs and and collaboration to address misconceptions that SLAGs replace daily reflections. Administration will conduct walkthroughs and observations to observe implementation.
Action 3	Plan to Implement Action 3
Increase teacher and student feedback provided in journals using success criteria and SLAGS.	Feedback essential to effective journaling. Training of staff on effective journaling procedures at all grade levels. Administration will conduct walkthroughs and observations to observe implementation.
Action 4	Plan to Implement Action 4
Increase hands on learning with meaningful outcomes (including but not limited to Science Showcase)	Follow the county recommended pacing to provide time for hands on experiments and exploration.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	34	40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13	29	30

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Increase science scores of all students in grades 3-5 from 63% to 70% on the FCAT.

Provide possible data sources to measure your STEM goal.

FCAT

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Implement STEM Club for 40 students in 4th and 5th grade.	Identify students to participate, use district developed guidelines for recruiting students to the STEM
Action 2	Plan to Implement Action 2

Offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM.	Meet weekly with STEM clubs and challenge kids with hands on activities.
Action 3	Plan to Implement Action 3
Participate in district STEM expo	Students will create projects for submission
Action 4	Plan to Implement Action 4
Improve team building and leadership skills, and learn about business planning.	Conduct collaborative activities in lessons to create team building and leadership.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	12	16	8
Grade 1	15	20	10
Grade 2	11	13	7
Grade 3	15	20	10
Grade 4	8	28	14
Grade 5	7	13	7

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	6	3
Grade 1	0	10	5
Grade 2	0	4	2
Grade 3	1	12	6

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	2	10	5
Grade 5	2	15	7

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	2	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	0	5	0
Grade 2	0	1	0
Grade 3	0	3	0
Grade 4	0	3	0
Grade 5	0	10	5

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	2	0
Grade 3	0	1	0
Grade 4	0	1	0
Grade 5	0	1	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	0	2	0
Grade 2	0	0	0
Grade 3	6	6	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	30		
Grade 4	17		
Grade 5	22		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	2	0
Grade 4	0	4	0
Grade 5	6	4	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	6	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	0	7	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	2	0
Grade 3	1	8	0
Grade 4	1	7	0
Grade 5	2	13	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students are targeted based on need for intervention that is best appropriate. For example, academic support, behavior support, counseling etc. Students who are retained in third grade are provided academic support in the STARS program. All identified students are targeted for academic intervention in the classroom with use of Jan Richardson Guided Reading routine and outside of the school day in the extended learning program utilizing IReady, ST Math, and/or Istation.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase the reading scores of African American students to our AMO target of 63%. Teachers will identify African American students in need of reading intervention based off of running record scores to implement Jan Richardson guided reading. The student's data will them be monitored for improvement or modification to the intervention. ELA common assessments will also be used to monitor progress towards the goal. African American students will meet with teachers one on one to track progress of their tier 1 support.	44		63
Increase the math scores for African American students to our AMO target of 58%. Teachers will utilize ST Math with struggling African American students to help bridge the instructional gap. Students will be progress monitored and offered additional extended learning opportunities to support their learning. Common assessments will be used to track students progress towards meetings the goal. African American students will meet with teachers one on one to track progress of their tier 1 support.	25		58

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Southern Oak will provide a minimum of ten opportunities for family involvement during the school year. During the 2014-2015 school year, Southern Oak also provided ten opportunities for family involvement with a combined number of 1147 participants, an average of

115 per session. In addition to scheduled family involvement events, parents and caregivers were encouraged to volunteer, tutor, and mentor students and to become members of the School Advisory Council (SAC) and Parent Teacher Association (PTA). The school enrollment of approximately 680 students average a 17% participation rate for combined events.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Title I provides each student entering Southern Oak with an agenda planner to allow frequent communication between home and school. Parents are encouraged to communicate with the teacher using the planner and the teacher has the ability to respond in writing, by phone or using email. Information is posted on our school website and parents and caregivers are encouraged to become a part of our school community by participating in committees and attending functions sponsored by the school. Parents are invited to attend conferences with the teacher and are an integral part of the Problem Solving meetings to plan for student success. Monthly newsletters, fliers advertising family functions, personal phone calls and School Messenger are used to communicate with stakeholders.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Southern Oak's Community Involvement Liaison works with community business members to utilize their valuable resources to assist our students. She encourages classroom partnerships, volunteer opportunities to work with students as tutors and mentors both individually and in small groups. She shares information about the needs of our school community and assists in matching community resources to student needs. Southern Oak's School Advisory Council (SAC) encourages community partners to participate in the decision making processes of our school.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work towards bronze level recognition with the Alliance for a Healthier Generation		Bronze level in 3	Bronze in 4 out 9

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	Jan Richardson Training
Related Goal(s)	Our reading proficiency will meet or exceed state averages for reading achievement.
Topic, Focus, and Content	ELA
Facilitator or Leader	District Coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	2-5
Target Dates or Schedule *(e.g., professional development day, once a month)*	9/22-9/24

Strategies for Follow-Up and Monitoring	walkthroughs
Person Responsible for Monitoring	Administration
Professional Development Identified	**Scales & Rubrics**
Related Goal(s)	Our math proficiency will meet or exceed state averages for math achievement.
Topic, Focus, and Content	Math
Facilitator or Leader	District Coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	K-5
Target Dates or Schedule *(e.g., professional development day, once a month)*	October
Strategies for Follow-Up and Monitoring	Walkthroughs
Person Responsible for Monitoring	Administration
Professional Development Identified	**Journaling**
Related Goal(s)	Our math proficiency will meet or exceed state averages for math achievement
Topic, Focus, and Content	Math
Facilitator or Leader	District Coach
Participants *(e.g., Professional Learning Community, grade level, school wide)*	K-5
Target Dates or Schedule *(e.g., professional development day, once a month)*	Spring
Strategies for Follow-Up and Monitoring	Walkthroughs
Person Responsible for Monitoring	Administration

PART IV	**COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title 1, Part A funds are used by Southern Oak in conjunction with various other federal, state and local funds to support high quality instruction, professional development and parent engagement opportunities to foster highest student achievement. Title I services are coordinated and integrated through collaboration with other resources within Pinellas County Schools. The Leadership Team and School Advisory Council monitor expenditures to ensure that the funds supplement rather than supplant other funds available to Southern Oak Elementary.

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. Initial support is provided by Title I , Part D funds and a portion of Title I , Part A funds are reserved for services of neglected or delinquent youth. Title I , Part D funds also support continuous education services for students through tutoring, instructional materials and resources and technology.

Title II Part A funds professional development to increase the achievement of students by improving the quality of teachers and

administrators. These funds are also used to increase the number of effective teachers working infield and the highly effective performance of the assistant principal and principal. Title II supports professional development for content areas, Florida Standards, leadership development and teachers new to the profession. Funds are also used for recruitment and retention of teachers and bonuses for high needs schools.

Title III funds provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide support to families during parent and family workshops, effective communication between the home and school, and dissemination of information in various languages for all persons requiring assistance at Southern Oak Elementary. The District provides an ESOL web page which provides Southern Oak families with relevant information and resources available to families. Support is also given to teachers who are working toward their ESOL endorsement, providing opportunities for "in class" and online coursework.

MEETING STUDENT NEEDS - 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 Leadership Team and School Advisory Council monitor expenditures to ensure that the funds supplement rather than supplant other funds available to Southern Oak Elementary. Both the leadership and the SAC meet monthly. The school uses a transparent operation that ensures that stakeholders are made aware of resources within the school. The process through which this is done involves the school leadership team or School Advisory Council depending upon the funding source. The leadership team meets monthly with additional meetings as necessary. The principal is responsible for the coordination of these meetings. The School Advisory Council meets 6 times per year, or more if needed. The SAC is also coordinated by the principal. Records are maintained reflecting decisions made in the respective committee through meeting minutes. The committees use a variety of needs assessments to guide decisions; data reviews, plus delta feedback, surveys, etc.

PART V	BUDGET

Create a budget for each school-funded activity.

	Add Item	Delete Item

Budget Item Description	Personnel
Related Goal(s)	Reading
Actions/Plans	Implementing Jan Richardson
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Personnel;
Description of Resources	Hourly teachers and RtI coach
Funding Source	Title 1
Amount Needed	$82,014.76
Budget Item Description	Instructional Materials
Related Goal(s)	Reading, math, and science
Actions/Plans	Implementing lesson plans
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Instructional Materials
Description of Resources	classroom materials

Funding Source	Title 1
Amount Needed	$1,571.60
Budget Item Description	**Books for student use**
Related Goal(s)	Reading and science
Actions/Plans	Implementing reading across the day.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Materials
Description of Resources	Classroom Library Books
Funding Source	Title 1
Amount Needed	$1,000.00
Budget Item Description	**Stipend**
Related Goal(s)	All
Actions/Plans	Creation of the SIP
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	PD
Description of Resources	Stipends for completing working days
Funding Source	SIP Funds
Amount Needed	$1,500.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal	Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process
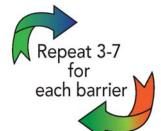
STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier