



School Improvement Plan SY 2018-19

SOUTHERN OAK ELEMENTARY SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Dr. Susan Taylor	SAC Chair:	Craig Lawrence
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School Vision	100% Student Success
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School Mission	Educate and prepare each student for college, career and life
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
542	21	61	109	26	325	0

School Grade	2018: A	2017: C	2016: C	Title I	YES
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
Proficiency All	55	48	66	61	75	41						
Learning Gains All	59	54	68	66								
Learning Gains L25%	57	39	56	38								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Susan	Taylor	FT	1-3 years
Assistant Principal	Angela	Ohmer	FT	4-10 years
MTSS Coach	Brandie	Jessie	FT	11-20 years
Psychologist	Mark	Cresap	PT	4-10 years
Social Worker	Alma	Taylor	FT	Less than 1 year
Total Instructional Staff:	42	Total Support Staff:	15	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Climate and Culture

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture , then the percent of all students achieving proficiency in all content areas will increase from 65% to at least 75%.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the percent of all students achieving proficiency in all content areas will increase from 65% to at least 75%.

3. Priority 3: Standards-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies, such as Jan Richardson Guided Reading and Number Talks routines, which support standards-based instruction, then the percent of all students achieving proficiency in all content areas will increase from 65% to at least 75%. [Click or tap here to enter text.](#)



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase student FSA proficiency	<ul style="list-style-type: none"> Professional development Developing effective classroom discipline plans Daily walkthroughs MTSS Minutes 	Brandie Jessie, MTSS Coach	Sue Taylor, Principal, Angie Ohmer, Assistant Principal, Brandie Jessie, MTSS Coach, Mark Cresap, Psychologist, Alma Taylor, Social Worker	Weekly on Tuesdays at 1:00 P.M.	<ul style="list-style-type: none"> Professional Development logs iObservation teacher feedback RTI Progress Monitoring data
2.	Restorative Practice Team	Priority 1	Research-based best practice	Sustained professional development for the 18-19 school year	Brandie Jessie, MTSS Coach, Kate McClelland, primary teacher, Theresa Southard, intermediate	All Southern Oak staff	Daily	<ul style="list-style-type: none"> Lesson Plans iObservation walkthroughs Professional development logs Discipline referral reduction



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
					teacher, Sue Taylor, Principal			
3.	Child Study Team	All Priorities	Research-based best practice	<ul style="list-style-type: none"> Incentives for improved attendance Home visits Phone calls 	Alma Taylor, Social Worker	Diane Atanasio, DMT, Sue Taylor, Principal, Angie Ohmer, Assistant Principal, Brandie Jessie, MTSS Coach	Bi-weekly	<ul style="list-style-type: none"> Monthly report has school in green Increased attendance Improved academics
4.	<i>Safety Team</i>	Priority 1	Marjorie Stoneman Douglas High School Public Safety Act Bill 7026	<ul style="list-style-type: none"> Sustained professional development ie., monthly fire drills, Run, Hide, Fight drills, etc., 	Justin Morency, School Safety Officer, Sue Taylor, Principal & Angie Ohmer, Assistant Principal	ALL	Monthly	<ul style="list-style-type: none"> Safety Minutes Professional development training logs
5.	Leadership Team (Family Involvement Team)	All Priorities	Title I school expectations	<ul style="list-style-type: none"> Agendas Connect Ed messages Marquee Websites 	Sue Taylor, Principal	Sue Taylor, Principal, Angie Ohmer, Assistant Principal, Keala Porter, Secretary, Brandie Jessie, MTSS coach, Grade Level Team Leaders	Monthly	<ul style="list-style-type: none"> Surveys Minutes



Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



Conditions for Learning

A. Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 11.3% of students have received a discipline referral. We expect our performance level to be 6% or less by the end of the 18-19 school year.
2. The problem/gap in behavior performance is occurring because lack of restorative practice implementation.
3. If (Restorative Practices) would occur, the problem would be reduced by at least 50%, as evidenced by reduced discipline referrals. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by progress monitoring the number of discipline referrals a SBLT meetings.

5. SMART GOAL:

EXAMPLE: The percent of all students receiving referrals will decrease from 31% to 25%, as evidenced by restorative practices research from IIRP. *(include data or research to validate your hypothesis.)*

The percent of all students receiving discipline referrals will decrease from 11.3% to 6% or less, as measured by discipline referral data in school profiles.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
<i>Attend district-led, two-day team training for Restorative Approaches and SEL</i>	<ul style="list-style-type: none"> • Brandie Jessie, MTSS Coach, Sue Taylor, Principal, Kate McClelland, primary teacher, Theresa Southard, intermediate teacher 	<ul style="list-style-type: none"> • June 18 & June 19th, 2018
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	<ul style="list-style-type: none"> • Brandie Jessie, MTSS Coach 	<ul style="list-style-type: none"> • July 16, 17 & 18th 2018
<i>Develop school-wide roll-out and development plan of RP/SEL</i>	<ul style="list-style-type: none"> • Brandie Jessie, MTSS coach, Sue Taylor, Principal, Kate McClelland, primary teacher, Theresa Southard, intermediate teacher 	<ul style="list-style-type: none"> • Pre-School and throughout the 18-19 school year
<i>Conduct learning opportunities</i>	<ul style="list-style-type: none"> • Brandie Jessie, MTSS coach, Sue Taylor, Principal, Kate McClelland, primary teacher, Theresa Southard, intermediate teacher 	<ul style="list-style-type: none"> • 18-19 school year



<i>Monitor and support staff for implementation with fidelity</i>	<ul style="list-style-type: none"> Brandie Jessie, MTSS, Sue Taylor, Principal, Angie Ohmer, Assistant Principal 	<ul style="list-style-type: none"> Daily in iObservation
<i>Review student and teacher data on weekly basis for trends and next steps</i>	<ul style="list-style-type: none"> SBLT Team 	<ul style="list-style-type: none"> SBLT Minutes
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> SBLT Team 	<ul style="list-style-type: none"> SBLT Minutes

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices	All Southern Oak Instructional Staff (42 participants)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Using Circles Effectively	All Southern Oak Instructional Staff (42 participants)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 81%. We expect our performance level to be at least 90% by our first CST meeting.
2. The problem/gap in attendance is occurring because insufficient interventions are in place to prevent barriers to school attendance.
3. If incentives for parents would occur, the problem would be reduced by at least 10%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring progress in bi-weekly CST meetings.

5. SMART GOAL:

The percent of all students missing 10% or more days of school will decrease from 20% to at most 10%, as measured by CST Monthly Data Logs.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff	DMT Social Worker	Pre-school Monthly As needed
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Social Worker	CST Meetings bi-weekly
Develop and implement attendance incentive programs and competitions.	Social Worker	CST Meetings bi-weekly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Principal MTSS Assistant Principal Social Worker	Parent Involvement Activity Monthly Events Award Ceremonies
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Social Worker	CST Meetings bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Social Worker	CST Meetings bi-weekly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT Social Worker	Daily

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attendance Expectations	Social Worker, MTSS, DMT, Principal & Asst. Principal	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Child Study Team PD July 2018	MTSS, Asst. Principal, Principal, Social Worker, & DMT	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55% at level 3 or higher, as evidenced by FSA.
2. We expect our performance level to be at least 65% by the end of the 18-19 school year .
3. The problem/gap is occurring due to lack of standards-based planning and instruction.
4. If standards-based planning and standards-based instruction would occur, student proficiency would be increased by at least 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 55% to at least 65% , as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Strengthen staff ability to engage students in complex tasks with an emphasis on enriching vocabulary	Assistant Principal	Pre-school , PLC's, and monthly curriculum meetings
Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of EACH student	Principal Assistant Principal MTSS	Pre-school, PLC's, Data Chats, and monthly curriculum meetings

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Complex Tasks-Increasing the Rigor	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Analysis w/Sam Whitten Grade Level And Cross-Grade Level Articulation PLC's	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67%, as evidenced by FSA.
2. We expect our performance level to be at least 77% by end of the 18-19 school year.
3. The problem/gap is occurring due to lack of standards-based planning and instruction.
4. If standards-based instruction and planning would occur, student proficiency would increase by at least 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving math proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 67% to at least 77% , as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Strengthen staff ability to engage students in complex tasks and enriching vocabulary content	Assistant Principal	Pre-school, PLC's, I and monthly curriculum meetings
Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of EACH student	Principal Assistant Principal MTSS	Pre-school, PLC's, Data Chats, I and monthly curriculum meetings

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Mathematics Institute with Lukas Hefty w/Administrators & Teacher Leaders	Teacher Leaders Administrators	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data Analysis w/Sam Whitten Grade Level And Cross-Grade Level Articulation PLC's	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
iStation Math (emphasis on after-school program)	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Quality Core Instruction with fidelity	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 74%, as evidenced by NGSSS.
2. We expect our performance level to be at least 84% by end of the 18-19 school year.
3. The problem/gap is occurring due to a lack of continued exposure to science standards taught in previous years.
4. If spiral science reviews would occur throughout the grade levels, student science proficiency would increase by at least 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving science proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving science proficiency will increase from 74% to at least 84%, as measured by NGSSS.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Strengthen staff ability to engage students in complex tasks and enriching science vocabulary content as needed based on cycle and diagnostic data	Assistant Principal	Pre-school, PLC's, and monthly curriculum meetings, science lab
Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of EACH student	Cycle and diagnostic Data Analysis Grade Level And Cross-Grade Level Articulation PLC's	Pre-school, PLC's, Data Chats and monthly curriculum meetings, science lab

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Just in time science PD	ALL	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Science Coach	Grade level PLCs per semester	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Extended Learning Science Enrichment opportunity	Select students Bonnie Garramone	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Bronze level, as evidenced by the Alliance for a Healthier Generation.
2. We expect our performance level to be Silver by the end of the 18-19 school year.
3. The problem/gap is occurring because we have not yet reached 6 out of 6 the alliance for healthier generation for schools assessment modules.
4. If we complete at least 5 out of 6 modules, we could reach Silver/Gold!

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The number of all modules that Southern Oak Elementary will complete, will increase from 4 to at least 5 modules, as measured by the Alliance for Healthier Generation.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Healthy snacks are offered during our extended learning program	Courtney Morra, ELP Coordinator	Monday – Thursday, 3:15-4:15 PM
We follow the Pinellas County Schools Healthy Nutrition Guidelines	Sue Taylor, Principal	daily

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Wellness initiative implemented 18-19 school year	Lisa Cotilla, wellness champion	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Biometric scan	Open to all staff with Humana insurance	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Self Defense	Open to all staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Academic Intervention Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current average level of performance of students in grades 3-5 performing at a Level 1 is 16 students, as evidenced by FSA & NGSSS scores.
2. We expect our performance level to be a maximum of 8 students performing at a Level 1 in each tested content area and grade level by the end of the 18-19 school year. *Click or tap here to enter text..*
3. The problem/gap is occurring because staff needs support to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
4. If staff would utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student, the problem would be reduced by at least 50%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving Level 1 in ready will decrease from 15% to 8%, as measured by FSA.

The percent of all students performing at a Level 1 will decrease from 16 students to a maximum of 8 students, as measured by FSA and NGSSS.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement rigorous content area instruction with differentiation	Asst. Principal, Principal and MTSS	daily

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Supporting Rigorous ELA Instruction	ALL	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Supporting Rigorous Math Instruction	All	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. STEM Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance in math is 67% , as evidenced in FSA.
2. We expect our performance level to be at least 77% by end of the 18-19 school year.
3. The problem/gap is occurring because there is a limited amount of teachers who are willing to teach STEM.
4. If more teachers would teach STEM, the problem would be reduced by at least 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students participating in STEM Academy activities will increase from 77% to 89%, as measured by school and district participation data.

The percent of all students achieving a Level 3 or higher in math will increase from 67% to at least 77% , as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Recruit teachers to teach STEM	Principal and Asst. Principal	Pre-school

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
STEM trainings	Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance as evidenced by FSA ELA is 52% of our Black students are performing at a Level 3 or above.
2. We expect our performance level to be at least 62% by end of the 18-19 school year.
3. The problem/gap is occurring because there is a need to increase culturally relevant instruction.
4. If more culturally relevant instruction would occur, the proficiency of our black students would increase.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students achieving at a Level 3 or above in ELA will increase from 52% to 62%, as measured by FSA.

- 6. STRATEGIES:** (Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure equitable representation of black learners in school awards/recognition ceremonies. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Teachers will implement CRT practices within their daily lesson plans. Administration team will observe via walkthroughs and feedback in iobservation. • Our black scholars will be equitably represented in our schoolwide awards and academic competitions, such as Battle of the Books and STEM clubs.
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input checked="" type="checkbox"/> Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • Identify and monitor the number of black students participating in enrichment opportunities, such as STEM academies, academic competition, arts opportunities and clubs.
Advanced Coursework	<input checked="" type="checkbox"/> Implement universal screening for gifted identification to expand the number of black students served within the talent development groups or identified as gifted learners. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • The gifted teacher will ensure all students are represented in gifted and talent enrichment groups.
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> • By implementing Restorative Practices throughout the school, discipline referrals will decrease.
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation.	<ul style="list-style-type: none"> • Students receiving specialized intervention and instruction through the use of IRLA, Nemours, and Leveled



Subgroup Goals

	<input type="checkbox"/> <input type="checkbox"/> Choose Strategy	Literacy Interventions will be progress monitored bi-weekly and discussed at SBLT meetings.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Southern Oak will not discriminate against race when seeking the recruitment of new hires. This strategy helps build positive relationships with our minority students.

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	MTSS coach & Administration	Monthly
Identify and monitor the number of black students participating in enrichment opportunities, such as STEM Academies, academic competitions, arts opportunities and clubs.	MTSS, Promise Time, Administration	Monthly

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally Relevant Teaching practices	ALL	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 22% of students scoring level 3 or above, as evidenced by FSA.
2. We expect our performance level to be at least 50% scoring a level 3 or above by the end of the '18-'19 school year.
3. The problem/gap is occurring because lack of standards-based planning and differentiated instruction within the core.
4. If standards-based planning and instruction would occur, the number of students scoring level 3 and above would increase.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students achieving ELA proficiency will increase from 22% to at least 50% at least 32% as measured by FSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collaborate with students' IEP teams and related service providers to deliver differentiated instruction that is aligned to grade-level standards and/or IEP goals.	Administration & MTSS coach	Monthly (SBLT, PLC, etc)
Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery.	Administration & ESE teachers/service providers	Pre school planning

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Curriculum meetings: Differentiated instruction, lesson planning, and culturally relevant teaching practices	ALL	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ESE Accommodations- Assisting Students with Disabilities PD	Encourage for all instructional teachers with ESE students	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 24%, as evidenced by FSA.
2. We expect our performance level to be at least 50% by the end of the '18-'19 school year.
3. The problem/gap is occurring because lack of standards-based planning and differentiated instruction within the core.
4. If standards-based planning and differentiated instruction would occur, student proficiency would increase.

5. SMART GOALS:

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students achieving ELA proficiency will increase from 24% to at least 50%, as measured by FSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Strengthen school processes for engaging ELL students and families through meaningful communication.
- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELs and advance learning and language proficiency across the curriculum	Administration & ESOL	Pre school Monthly (Curriculum meetings)
Monitor the implementation of effective lessons that engage ELs and advance learning and language proficiency across the curriculum and provide ongoing feedback	Administration	Daily walkthroughs with feedback in iobservation

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Culturally relevant teaching strategies	All teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
ESOL strategies to implement during planning and instruction	ESOL teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Data chats	ESOL teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 94%, as evidenced by FSA.
2. We expect our performance level to be 100% by the end of the '18-'19 school year.
3. The problem/gap is occurring because all teachers need to attend differentiation for gifted learners professional development opportunities.
4. If all teachers would attend differentiation for gifted learners, student proficiency would be 100%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of gifted students performing at a level 3 or above will increase from 94% to 100%, as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for gifted/talented learners and are in addition to the strategies and actions articulated with the content specific goals.)

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Choose Strategy

Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers intentionally plan for differentiation for gifted learners	Teachers of gifted students	Pre-school, PLCs, curriculum meetings
Cluster gifted students	Principal & Assistant Principal, DMT	Pre-school planning

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
All teachers with gifted students in their classrooms will attend PD for differentiating instruction for gifted learners	Teachers with gifted students	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices. Allow families to share knowledge about their child with the teachers.	<ul style="list-style-type: none"> Schedule training for families on deepening understanding of student data, resources available and personalized learning plans and ensure increased attendance 	<ul style="list-style-type: none"> Susan Gericke, Family & Community Liaison/ Administration/Brandie Jessie, MTSS Coach ALL 	<ul style="list-style-type: none"> Family Involvement events calendared throughout the 18-19 school year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Meet and Greet preschool Open House Agenda Planners Parent/Teacher conferences 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Family Involvement events calendared throughout the 18-19 school year
3. Purposefully involve families with opportunities for them to advocate for their students. Incorporate professional training in reading and math strategies to assist families at home.	<ul style="list-style-type: none"> Meet and Greet preschool Open House Agenda Planners Parent/Teacher conferences PTA & SAC recruitment 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Family Involvement events calendared throughout the 18-19 school year
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Communication via website, FB page, marquee, connect ed phone calls PTA Title 1 family involvement events (Green Festival, pastries with parents, etc.) Awards ceremonies Character Parade Business Partnership with LKQ Pick Your Part (gr. 3 reading incentives) 	<ul style="list-style-type: none"> ALL 	<ul style="list-style-type: none"> Family Involvement events calendared throughout the 18-19 school year PTA & SAC meetings Executive PASS

5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Title 1 meetings	MTSS coach, Principal/AP	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Susan	Taylor	White	Principal
Angela	Ohmer	White	Choose an item.
Shamikia	Green	Black	Parent
Evelyn	Cervoni	Hispanic	Support Employee
Doreen	Jablowski	White	Parent
Rob	Pelzel	White	Business/Community
Bonnie	Garramone	White	Teacher
Korianne	Knoll	White	Teacher
Alma	Taylor	Black	Other Instructional Employee
Ivette	Lopez	Hispanic	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes No, the steps being taken to meet compliance are (describe below):

SAC roster has not yet been submitted to the office of strategic partnership for approval as of 8/6/18.

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: 8/29/2018 No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	iStation Math	\$2,500
2.	Behavioral Support	\$ [Insert amount for category]
	Student incentives for positive behavior (Hoot Loot store inventory)	\$250.00
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	Science Boards	\$250
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [Insert amount for category]
	TDE's for teachers to observe and collaborate with other teachers on staff or within the district to utilize best practices and culturally relevant teaching strategies	\$1,000.00
6.	Other (please list below)	\$ [Insert amount for category]
	Click or tap here to enter text.	
	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL \$	\$4,000	