

Pinellas County Schools

# Southern Oak Elementary School



## 2019-20 School Improvement Plan

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# Southern Oak Elementary School

9101 WALSHINGHAM RD, Largo, FL 33773

<http://www.southern-oak.pinellas.k12.fl.us/>

## Demographics

**Principal: Susan Taylor J**

Start Date for this Principal: 7/1/2016

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: A 2016-17: C 2015-16: C 2014-15: B 2013-14: B
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Southern Oak 's mission is to educate and prepare each student for college, life and/ or a career .

#### Provide the school's vision statement

Southern Oak's vision is 100% student success for every child.

### School Leadership Team

#### Membership

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

Name	Title
Taylor, Susan	Principal
Principal	
Ohmer, Angela	Assistant Principal
Assistant Principal	
Jessie, Brandie	Administrative Support
Administrative Support	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	82	92	65	87	93	102	0	0	0	0	0	0	0	521
Attendance below 90 percent	12	13	14	8	13	18	0	0	0	0	0	0	0	78
One or more suspensions	6	6	0	2	4	8	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	5	7	24	21	19	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	0	15	23	0	0	0	0	0	0	0	38

#### The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	0	0	1	5	8	0	0	0	0	0	0	0	15

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

27

**Date this data was collected or last updated**

Monday 7/8/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	54%	57%	55%	50%	56%
ELA Learning Gains	58%	59%	58%	59%	47%	55%
ELA Lowest 25th Percentile	56%	54%	53%	57%	40%	48%
Math Achievement	55%	61%	63%	66%	61%	62%
Math Learning Gains	57%	61%	62%	68%	56%	59%
Math Lowest 25th Percentile	47%	48%	51%	56%	42%	47%
Science Achievement	45%	53%	53%	75%	57%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	82 (0)	92 (0)	65 (0)	87 (0)	93 (0)	102 (0)	521 (0)
Attendance below 90 percent	12 ( )	13 ( )	14 ( )	8 ( )	13 ( )	18 ( )	78 (0)
One or more suspensions	6 ( )	6 (0)	0 (0)	2 (0)	4 (0)	8 (0)	26 (0)
Course failure in ELA or Math	0 ( )	5 (0)	7 (0)	24 (0)	21 (0)	19 (0)	76 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	0 (0)	15 (0)	23 (0)	38 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	56%	2%	58%	0%
	2018	46%	53%	-7%	57%	-11%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	52%	56%	-4%	58%	-6%
	2018	53%	51%	2%	56%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		6%				
05	2019	53%	54%	-1%	56%	-3%
	2018	67%	50%	17%	55%	12%
Same Grade Comparison		-14%				
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	52%	62%	-10%	62%	-10%
	2018	68%	62%	6%	62%	6%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	55%	64%	-9%	64%	-9%
	2018	57%	62%	-5%	62%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		-13%				
05	2019	55%	60%	-5%	60%	-5%
	2018	76%	61%	15%	61%	15%
Same Grade Comparison		-21%				
Cohort Comparison		-2%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	45%	54%	-9%	53%	-8%
	2018	74%	57%	17%	55%	19%
Same Grade Comparison		-29%				
Cohort Comparison						

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	12	36		19	57						
ELL	39	66	67	32	47	58	27				
BLK	68	58		68	73		50				
HSP	48	69	81	43	49	54	43				
MUL	20			40							
WHT	56	54	48	57	56	48	45				
FRL	49	56	54	51	52	43	40				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	15	28	30	38	44		40				
ELL	32	50	45	57	69		69				
ASN	70			80							
BLK	52	71		55	59						
HSP	53	57	55	67	73		71				
MUL	40			60							



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	57	56	48	69	65	52	82				
FRL	49	58	55	57	66	55	68				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Southern Oak's overall science proficiency showed the lowest performance based on the results of the 2019 NGSSS assessment. We grew 32 pts., in 2018 and then dropped 29

pts. this past school year. The grade level cohort as a whole was one of our weaker cohorts that we have been tracking for several years. Emotional and Mental Health concerns as well as absenteeism was (18 students 10 days +) a contributing factor to 2019's low performance in science.

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

Science showed the greatest decline from the prior year, dropping 29 percentage points. Our science scores in 2018 (74% level 3+) was a tremendous increase from previous years. We increased 32 points from 2017 (42% level 3+). There was a concern in the beginning of the school year that the science materials (SLAGS, etc. )were arriving at the school during the week of expected implementation. Teachers expressed concerns about this and how this negatively impacted essential planning and crucial prep time. Feedback was given to the district and this did improve. The 60 Power Vocabulary Words were not utilized as effectively as they had been in 2018 at Southern Oak especially with specialists who would infuse them into their content during the prior year with fidelity. In addition, 4th and 5th grade chorus was also pulled from science instruction once a week. Another factor that contributed to the decline was the lack of STEM programs made available to students after school. We had only one STEM class for primary students in 2018 vs., three in the previous year because there was not teacher interest .

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

There was a two way tie with math and science both having the greatest gap with -8 compared to state math and science data. This cohort has trend data that is significantly lower than last year's. Last year both our gifted teacher K-5 and our ESE teacher who serviced Gr. 3-5 received promotions. Two involuntary transfers were assigned to our school. One of our former fourth grade teachers passed away of reoccurring cancer early 2nd semester. An additional 5th grade unit was added to our school vs. the previous school year. Grade 5 had the highest absence rate (10+ days) with 18 students. We had an after school science ELP program where hand selected 5th graders attended. The previous year we were more focused with invitations and started the initiative earlier, and the specialists supported the infusion of the 60 Power Vocabulary Words.

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

Grade 3 ELA showed the most growth, increasing 12% from 2018. We restructured our 3rd grade team and had two teachers loop with their students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance is an area of concern as indicated in School Profiles. We now have a full time Social Worker vs., half-time that was provided by the district in previous years. In 18-19, we had several seriously truant cases that really negatively contributed to our academic decline, with the most being in 5th grade. All students identified with 2 or more EWS in grades 3-5 are paired with a staff buddy/mentor as a support person.

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

1. Improve attendance resulting in increased academic achievement in math, science, and ELA
2. Implement rigorous content instruction with differentiation and "just in time, " professional development in ELA, math, and science as evidenced by daily walkthroughs
3. Implement standards-based lesson planning and discussion in weekly grade level PLC's with fidelity
4. Revise our school-wide discipline plan to incorporate BPIS and Restorative Practices
5. Restructure and calendar PLC's so administrators, MTSS, and Specialists attend PLC's on a regular basis

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Mathematics
<b>Rationale</b>	Southern Oak Elementary's overall math performance declined 16 points from 2018 (66%) to 2019 (55%).
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving math proficiency will increase from 55% to at least 65% as measured by 2020 FSA. (The state average is 62% and the district average is 62%).
<b>Person responsible for monitoring outcome</b>	Susan Taylor (taylorsu@pcsb.org)
<b>Evidence-based Strategy</b>	Southern Oak will implement a comprehensive and actionable Professional Learning Plan that will ensure teachers engage students in cognitively complex and rigorous mathematical tasks. Teachers will utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.
<b>Rationale for Evidence-based Strategy</b>	Our current level of performance is 55% of level 3 and above as evidenced by the 2019 Math FSA results. The problem/gap is occurring due to lack of standards-based planning and instruction.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators for "just in time, " professional development along with district coaches and math experts in the field (ie., Ms. Math). Southern Oak has a team participating in the District Math Cohort II group as well as a team attending the NCTM Leadership Conference (October 2019), and will bring best practices and key learnings back to share with staff as evidenced by PD logs, curriculum sign-in sheets, and implementation seen through daily walkthroughs.</li> <li>2. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work at monthly curriculum meetings(or more as needed), weekly PLCs, daily feedback, and/or the use of classroom video.</li> <li>3. Utilize multiple forms of assessment to inform instruction, including calendared Unit Assessments, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. Use student work to guide analysis of student learning in weekly grade level PLCs as evidenced by PLC minutes and daily walkthroughs.</li> <li>4. Implement weekly math lesson quizzes or weekly math exit tickets to progress monitor student growth "just in time." Use this data to fill in the math gaps.</li> <li>4. Ensure daily feedback, sustained professional development, and weekly PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and</li> </ol>

promote strong alignment between standard, target, and task.

5. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness at weekly PLC's including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol

6. Empower mathematics teacher leaders to create and sustain a culture of trust, feedback, and openness at weekly PLC's including ongoing teacher feedback, learning walks, cross-grade level articulation PLC's, etc., For example, using the Coaching Observation Protocol while preserving the Data Curtain, visiting other math teacher's classrooms in the building and visiting high performing math teacher's classrooms in our district, etc.,

**Person  
Responsible**

Susan Taylor (taylorstu@pcsb.org)

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**#2****Title** Science**Rationale** Southern Oak Elementary's overall science performance declined 30 points from 2018 (75) to 2019 (45).**State the measureable outcome the school plans to achieve** The percent of all students achieving science proficiency will increase from 45% to at least 55% as measured by 2020 NGSSS. (The state average is 53% and the district average is 54%).**Person responsible for monitoring outcome** Susan Taylor (taylorsu@pcsb.org)**Evidence-based Strategy** Southern Oak will implement a comprehensive and actionable Professional Learning Plan that will ensure teachers engage students in cognitively complex and rigorous scientific tasks daily. Teachers will utilize data to organize students to interact with science content in manners which differentiates/scaffolds instruction to meet the needs of each student.**Rationale for Evidence-based Strategy** Our current level of performance is 45% as evidenced in NGSSS. The problem gap is occurring due to lack of continued exposure to science standards on a daily basis. If spiral science reviews would occur though out the grade levels consistently students science proficiency would increase by at least 10%.**Action Step**

1. Implement and monitor science academic gaming based on data, with a priority focus for every teacher including specialists on the 60 Power Words and other related vocabulary based on grade level standards with fidelity as evidenced by daily walkthroughs
2. Support the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in each elementary science unit grades 1- 5 with feedback given on a daily basis
3. Monitor during daily walkthroughs for consistent, effective, and rigorous science instruction that is student centered both in the classroom and in the science labs.

**Description**

4. Facilitate science professional development through monthly curriculum meetings, weekly PLC's and district science coaching support.
5. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. Hold teachers accountable through daily walkthroughs with feedback based on the master schedule. The master schedule reads a minimum of K-2 = 30 minutes of science content instruction, 3rd = 45 minutes of science content instruction and 4th and 5th at 55 minutes each of science content instruction daily. Teachers will hold students accountable by using Exit Slips and end of unit science assessments.

**Person Responsible** Susan Taylor (taylorsu@pcsb.org)

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<b>#3</b>	
<b>Title</b>	ELA
<b>Rationale</b>	Southern Oak Elementary's overall ELA performance increased 12 points from 2018 (46) to 2019 (58) in 3rd grade, but declined in 4th grade and in 5th grade. In 2019, 55% of our students demonstrated proficiency. In 2018, it was also 55% proficiency.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving ELA proficiency will increase from 55% to at least 65% as measured by 2020 FSA. (State ELA is 57% and the District is 55%)
<b>Person responsible for monitoring outcome</b>	Susan Taylor (taylorsu@pcsb.org)
<b>Evidence-based Strategy</b>	Southern Oak will implement a comprehensive and actionable Professional Learning Plan that will ensure teachers engage students in cognitively complex and rigorous reading and writing tasks. Teachers will utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.
<b>Rationale for Evidence-based Strategy</b>	Our current level of performance is 55% as evidenced in 2019 ELA FSA. The problem gap is occurring due to lack of standards-based planning and instruction. If standards-based planning and instruction would occur student proficiency would be increased by at least 10% as evidenced by daily walkthroughs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, &amp; speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction) in weekly PLC's.</li> <li>2. Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate PD sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices) to share best practices at weekly PLC's and monthly curriculum meetings.</li> <li>3. Deliver instruction in both reading and writing designed according to research-based principles. For example, the teaching follows the "gradual release of responsibility" model of teaching. Within this model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, &amp; listening) as evidenced by daily walkthroughs. Teachers will be given specific feedback to drive continuous improvement in instructional practices.</li> <li>4. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark.</li> </ol>

These supports include access to grade-level text and beyond as well as small group instruction based on data. Feedback will be given daily as evidenced by the Marzano iObservation instrument and one-on-one informal conversations with teachers.

5. Regularly assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, as well as one-to-one instruction as evidenced by PLC logs.

6. Formally assess students twice per module in order to drive instruction.

**Person  
Responsible**

Susan Taylor (taylorsu@pcsb.org)

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**#4**

**Title** Bridging the Gap (Black Student Achievement)

**Rationale**

Our current level of performance as evidenced by FSA ELA is 68 % of our Black students are performing at a Level 3 or above. We expect our performance level to be at least 78 % by end of the 19-20 school year. The problem/gap is occurring because there is a need to increase culturally relevant instruction. If more culturally relevant instruction would occur, the proficiency of our Black students would increase.

**State the measureable outcome the school plans to achieve**

The percent of Black students achieving at a Level 3 or above in ELA will increase from 68 % to 78 % as measured by FSA.

**Person responsible for monitoring outcome**

Angela Ohmer (ohmera@pcsb.org)

**Evidence-based Strategy**

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.

**Rationale for Evidence-based Strategy**

The problem gap is occurring because there is a need to increase culturally relevant instruction. If more culturally relevant instruction occurred the proficiency of our Black students would increase. Daily walkthroughs and daily feedback will be given to teachers to support them in improving conditions for learning for every Black student.

**Action Step****Description**

1. Ensure that Black students are participating in extended learning opportunities (ie., STEM, PROMISE, Clubs, etc., ) before and after school and in the extended school year program (Summer Bridge) through recruitment by teachers and staff. Targeted research-based resources will be utilized, and evidenced by phone logs, parent conference forms, parent training attendance logs, parent conference forms, and Open House/Family Involvement sign-in sheets.
2. Identify and monitor the number of Black students participating in enrichment opportunities, such as STEM Academies, academic competitions, arts opportunities, and clubs at weekly SBLT meetings/minutes, ELP logs, etc.
3. Infuse equity and culturally relevant instructional strategies in standards-based planning and instruction and evidenced by daily iObservation feedback given to teachers.
4. Equity, Cultural Relevancy, and Restorative Practices Professional Development will be calendared for the 19-20 school year evidenced by sign-in sheets. Teachers will be given daily feedback of classroom implementation utilizing the iObservation tool.

**Person Responsible**

Susan Taylor (taylorsu@pcsb.org)

<b>#5</b>	
<b>Title</b>	Conditions for Learning
<b>Rationale</b>	The percent of all students receiving discipline referrals will decrease from 11 % to 6% or less, as measured by discipline referral data in school profiles. Our current level of performance is 11.2%, as evidenced in discipline referrals in School Profiles. The problem/gap is occurring because there is a lack of restorative practice implementation and culturally relevant instruction. If restorative practice implementation and culturally relevant instruction would occur, the problem would be reduced by at least 50%.
<b>State the measureable outcome the school plans to achieve</b>	The percent of students receiving discipline referrals will decrease from 11% to 6% or less, as measured by discipline data.
<b>Person responsible for monitoring outcome</b>	Brandie Jessie (jessieb@pcsb.org)
<b>Evidence-based Strategy</b>	Southern Oak will strengthen the ability of all staff to establish and maintain positive relationships with all students. Understanding and honoring culturally-defined beliefs, needs, styles and behaviors of the students, families, and communities we serve. Valuing the benefit that individual differences bring to our school district. Recognizing the importance of individual similarities and differences while working effectively with all stakeholders from various cultures, races, ethnicities and religious backgrounds. Southern Oak Elementary stakeholders will experience Beliefs, Mindset and Practices Grounded in Equity; Emotionally, Intellectually and Physically Safe Environments; Culturally Relevant and Rigorous Instruction; Connectedness and Belonging; and the Needs of Each and Every Learner are Known and Met.
<b>Rationale for Evidence-based Strategy</b>	The basis for this rationale is that there is a need for and an understanding that the academic, social-emotional and behavioral needs of each and every student at Southern Oak are known and met through equity and excellence for all. This will be evidenced by training attendance logs. Sustained PD will be calendarized throughout the 19-20 school year, and our discipline referral rate will be decreased as documented in School Profiles.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Southern Oak Elementary has received Restorative Practices PD during the 18-19 school year, and will continue/ be calendarized for the 19-20 school year by our RP Trainer. In addition, our cafeteria and R'Club staff will partake in the PD this school year.</li> <li>2 We have 2 Equity Champions, and Equity in the Classroom: Restorative and Culturally Responsive Practices PD will be calendarized for the 19-20 school year. Attendance is mandatory, and will be monitored through sign-in sheets.</li> <li>3. PBIS Tier 1 expectations will be monitored daily, and feedback given to teachers using the iObservation tool.(ie., 5 to 1 positive to negative interaction ratio, RP circles, and welcoming students by name when they enter the classroom).</li> </ol>
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4. These Community Agreements will be put in place to support school's vision and mission: Be present, Tell the truth, Welcome a sense of humor, Assume good will, Be open to outcomes, Trust the process, and Treat everyone with respect, every day

5. Administrator Classroom Management Expectations will be shared with the staff.

**Person Responsible** Susan Taylor (taylorsu@pcsb.org)

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<b>#6</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Southern Oak had 18% of students missing 10% or more days of school. The problem/gap is occurring because insufficient interventions and supports are in place to prevent barriers to school attendance. If parent and student incentives were implemented from the beginning of the school year and monitored weekly our attendance would improve. We will analyze and review our data for effective implementation of our strategies by monitoring progress in bi-weekly CST meetings.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students missing 10% or more days of school will decrease from 18% to 10% or less as measured by CST monthly data logs/minutes.
<b>Person responsible for monitoring outcome</b>	Angela Ohmer (ohmera@pcsb.org)
<b>Evidence-based Strategy</b>	Strengthen the attendance problem-solving process to address and support the needs of students/families across all Tiers on an ongoing basis as evidenced by Focus parent contact, CST minutes and increased attendance.
<b>Rationale for Evidence-based Strategy</b>	The current level of absences is 18% as evidenced in School Profiles. The problem/gap is occurring because insufficient interventions are in place to prevent barriers to school attendance starting at the beginning of the school year. If incentives for students and families would occur at the beginning the problem would be reduced by at least 10%. This strategy will begin in August 2019 focusing on chronic individual student absences.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review attendance taking process and school-wide strategies for positive attendance incentives/expectations pre-school as evidenced by staff sign-in sheets</li> <li>2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. as documented by CST minutes</li> <li>3. Engage students and families in attendance related activities/incentives to ensure they are knowledgeable of the data and aware of the importance of attendance based on research as documented by sign-in logs</li> <li>4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis in weekly PLC's</li> <li>5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis as documented by teacher/staff contact in Portal</li> </ol>
<b>Person Responsible</b>	Susan Taylor (taylorsu@pcsb.org)

<b>#7</b>	
<b>Title</b>	Family and Community Engagement
<b>Rationale</b>	Family and community engagement has a powerful link to student learning.
<b>State the measureable outcome the school plans to achieve</b>	Southern Oak will increase family & community engagement by establishing positive relationships with all stakeholders as evidenced by parent sign-in logs, Title I and AdvancedEd Survey results, parent conference forms, and community partnerships (ie., LKQ meeting minutes). Community Involvement hours will increase by atleast 25% from 2018-2019 to 2019-2020 school years.
<b>Person responsible for monitoring outcome</b>	Brandie Jessie (jessieb@pcsb.org)
<b>Evidence-based Strategy</b>	Effectively communicate with families about their students' progress and school processes/practices as evidenced by Parent Conference forms Offer evening / after school hour parent conference options to families once per semester as evidenced by parent sign-in sheets Provide academic tools to families in support of their students' achievement at home as evidenced by parent training sign-in logs Purposefully involve families with opportunities for them to advocate for their students ie., PTA, SAC, etc., sign-in sheets Intentionally build positive relationships with families and community partners as documented by agendas and minutes
<b>Rationale for Evidence-based Strategy</b>	The teacher possesses the beliefs and mindsets to effectively engage families. Teachers and families have trusting relationships. Teachers engage families in supporting learning by effectively communicating academic information and progress. Title I and SAC resources will be used to support this rationale.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards) as evidenced by parent conference forms</li> <li>2. Provide families/parents with academic tools/resources on a regular basis and offered both during the day and in the evenings as evidenced by parent sign-in sheets (ie., FSA Night, Fall Family Night, Parent Conference Nights, etc., )</li> <li>3. Utilize student services to provide families/parents, and students with resources, tools, triage support, outside agencies referrals as evidenced by parent contact via Portal, CST/SBLT minutes, IEP's etc.,</li> <li>4. Increase positive interaction with parents/families on a regular basis as evidenced by Title I, Climate and AdvancedEd surveys</li> <li>5. Develop and implement activities to build respect and trust between home and school as evidenced by parent sign-in logs</li> </ol>
<b>Person Responsible</b>	Susan Taylor (taylorsu@pcsb.org)

<b>#8</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	<p>Our current level of performance is Bronze level, as evidenced by the Alliance for a Healthier Generation.</p> <p>We did not meet our goal of obtaining Silver last school year. We expect our performance level to be at least Silver by the end of the 19-20 school year. The problem/gap is occurring because we have not yet reached 6 out of 6 in the alliance for healthier generation for schools assessment modules. If we complete at least 5 out of 6 modules, we could reach Silver/Gold!</p>
<b>State the measureable outcome the school plans to achieve</b>	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 reaching Silver status.
<b>Person responsible for monitoring outcome</b>	Angela Ohmer (ohmera@pcsb.org)
<b>Evidence-based Strategy</b>	Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
<b>Rationale for Evidence-based Strategy</b>	If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition resulting in closing the gap between Bronze and Silver status.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assemble a Healthy School Team made up of a minimum of four(4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent representation, and Student representation. Meet monthly which is evidenced by Healthy School Team (HST) minutes</li> <li>2. Attend district-supported professional development as evidenced by PD logs</li> <li>3. Complete Healthy Schools Program Assessment as evidenced by successful completion of assessment modules</li> <li>4. Cafeteria Manager will participate in the SMART Snacks Initiative and provide school documentation</li> <li>5. The Healthy School Team(HST) will develop and implement a Healthy School Program Action Plan will be monitored by the assistant principal</li> </ol>
<b>Person Responsible</b>	Susan Taylor (taylorsu@pcsb.org)



<b>#9</b>	
<b>Title</b>	ESSA Sub group (ELL)
<b>Rationale</b>	Our current level of ELL students performing at proficiency in ELA is 39% with our Hispanic subgroup at 48% as measured by the 2019 ELA FSA. When teachers provide instruction that is aligned with content area grade level standards and is also matching students levels of English language proficiency ELL 's will increase both their language and content area knowledge and abilities. By scaffolding and differentiating instruction based on ELL's needs we should be able to increase their performace by

<b>State the measureable outcome the school plans to achieve</b>	The percent of all ELL & Hispanic students achieving ELA proficiency will increase from 43% to at least 53% as measured by 2020 FSA. (State ELA is 57% and the District is 55%)
<b>Person responsible for monitoring outcome</b>	Angela Ohmer (ohmera@pcsb.org)
<b>Evidence-based Strategy</b>	Teachers plan and deliver instruction to their ELL students that is based on grade-level standards and on the students level of English language proficiency. In their lessons, it is highly suggested (see ELA Modules) teachers incorporate language objectives that will support ELL's development of language and content learning. 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.
<b>Rationale for Evidence-based Strategy</b>	We expect our performance level to be at least 64% by the end of the 2019-2020 school year which is the same goal as the rest of the student population. The problem/ gap is occurring due to the lack of standards-based planning and differentiated instruction within the core. If standards-based planning aligned with student's level of language based on student's level and differentiated instruction would occur, student proficiency would increase.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Articulate the process and procedures for placing ELL students into clusters and placement into high performing teacher classrooms. This way of work will result in laser like focus so the ELL specialist can support the students and teacher in a push-in model as evidenced by the ELL teacher's schedule and master schedule.</li> <li>2. Provide awareness for teachers who are still working on obtaining ESOL endorsement/certification and provide supports so in-process teachers have strategies to support students as they complete their coursework as evidenced by training logs.</li> <li>3. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels, as evidenced by PD logs and PLC minutes.</li> <li>5. Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction evidenced by calendared</li> </ol>
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classroom teacher and ELL teacher weekly PLC's.

6. Utilize the Can Do Descriptors and Model Performance Indicators to plan and deliver differentiated instruction that is aligned with ELA standards

7. Teachers will receive feedback from the Marzano Focus Model Go To Strategies for ELL's document that will help enhance their knowledge and skills to differentiate lessons for ELL students

8. Administrators, teachers, and staff (share on website etc., who the bilingual contact is at the school along with their hours) will communicate with ELL families through utilization of the school's website, events,, newsletters, parent letters, phone calls, conferences, etc., and ensure communication is available in languages spoken by ELL'S; Utilize LionBridge Interpretation phone services.

9. Develop a plan for monitoring ELL's student performance (ie., report cards, assessments, Exit Slips, etc., )

**Person Responsible** Susan Taylor (taylorsu@pcsb.org)

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<b>#10</b>	
<b>Title</b>	ESSA Sub group (ESE)
<b>Rationale</b>	Our current level of ESE students performing at proficiency in ELA is only 12% and in Math only 19% as measured by the 2018-2019 FSA. ESSA's minimum proficiency rate expectation is 41%, and our goal for 2019-2020 is at least 41%.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all ESE students achieving ELA and Math proficiency will be at or above ESSA's minimum proficiency rate of 41% as measured by 2020 FSA.
<b>Person responsible for monitoring outcome</b>	Angela Ohmer (ohmera@pcsb.org)
<b>Evidence-based Strategy</b>	Students requiring ESE services will 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).
<b>Rationale for Evidence-based Strategy</b>	We expect our ESE proficiency level in ELA to be at least 41% or above. The problem/ gap is occurring because lack of standards-based planning and differentiated instruction within the core. If standards-based planning and instruction would occur, the number of students scoring level 3 or above would increase as evidenced by 19-20 FSA.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement a process for placing students requiring ESE services into high achieving teacher classrooms in order to optimize service delivery and focus on clustering to meet student needs as evidenced by ESE teacher's schedules (support push-in whenever possible) performance data, and the master schedule.</li> <li>2. Provide opportunities for ESE and general education ELA teachers and math teachers to co-plan for differentiated instruction and support delivery of services in weekly PLC's and planning times.</li> <li>3. Use evidence-based practices for students with disabilities to have high performing teachers who teach foundational literacy and math skills as a pathway to grade level work as evidenced by lesson plans and data.</li> <li>4. Schedule the highest achieving ESE reading and math teachers to push-in during the ELA intervention block and math block as a priority in grades 3-5 to meet the needs of the ESE students by using research -based reading programs (ie., Jan Richardson's Guided Reading, etc.. ) as evidenced by ESE teacher schedule, lesson plans, data, and master schedule.</li> <li>5. Put in place an accountability process to track ESE student achievement resulting in meeting the ELA and Math ESSA minimum target of 41% proficiency.</li> </ol>
<b>Person Responsible</b>	Susan Taylor (taylorsu@pcsb.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Teacher Retention: We will continue to monitor and offer support for teachers (ie., Observing highly effective teachers by providing TDE's, Success Plans, etc., ) at our school who are developing or in need of improvement as documented in iObservation.

We have 3 new teachers at our school, and will meet with them weekly beginning in August to make sure there are no gaps with expectations (ie., student achievement, meetings, lesson plans, student safety, communication, etc., )

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Southern Oak Elementary believes that a partnership with parents/caregivers is crucial to the success of our students. The school will host a Meet and Greet family event the day before school starts to welcome families to the school and to establish a positive relationship between school and home. A Title I Annual Meeting will also be held in September. Curriculum based family engagement events will be offered each month at varying times to give working parents the ability attend. Teachers will be available to schedule conferences as parents request and will also hold conferences at least once each semester to discuss student progress. Our school Facebook page, marquee and website will be updated at least once a week to keep parents up-to-date with school events. A ConnectEd phone call will be placed each Sunday evening to update parents on upcoming events and school news. Parent involvement is vital to maintaining a positive relationship between the schools and its stakeholders.

The Southern Oak Parent Involvement Committee is responsible for the development, implementation and evaluation of the Parent Involvement Plan for 2019 - 2020. Members of the committee are selected from a list generated from those who volunteer and from input from Southern Oak staff. Parent input is solicited through newsletters and personal contacts and will be presented to the Parent Involvement Committee for their review. Parent requests for additional training will be discussed and will be added to the yearly calendar of events as deemed necessary. If the request for support needs to be individualized, staff will meet with the parent to provide the help needed.

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **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**

Our school has chosen to modify our staffing model to include a full-time social worker who works with students and families to provide resources and counseling as needed. The social

worker will establish and maintain groups focused on social skills, grief management, anger management and any other topic based on the needs of our students and their families. The social worker also works to support families to improve student attendance which indirectly supports student achievement. The social worker is available to families full-time all school year.

Our school community involvement liaison will coordinate the training and assigning of mentors to students in need of additional support.

The school also has a Restorative Practices trainer on site to provide support to teachers as they develop relationships between and among students through daily circles in classrooms.

All school staff are required to attend mental health training during the 2019-2020 school year so they will be able to recognize signs of distress in students and determine the appropriate response to the issue.

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

Southern Oak Elementary and the VPK / PK staff will work together to implement programs which will enable children to have a smooth transition to kindergarten. The Kindergarten teachers will meet with the VPK teachers in Professional Learning Communities to discuss academic, social and emotional needs of incoming students.

We will also hold a Transition to Kindergarten event. Kindergarten teachers will meet with incoming students and their parents/caregivers to discuss expectations, curriculum and how parents can prepare their child for a successful year in kindergarten. Our Pre-K - 5th grade Open House will also help to ease the transition from one grade level to the next. Parents and children are invited to attend an Open House to meet the teacher and to encourage students to have a positive start to their learning experience. Teachers will discuss grade level expectations and assessment information at Open House as well. IEP and RtI meetings will be held regularly and as needed. Supplemental instructional support provided by Title I will be discussed with parents/caregivers during the development of the student's IEP. Teachers and members of the RTI team will meet with parents to determine appropriate academic interventions and to determine other resources in the community to help their child be successful. ESOL teachers, translators, district support personnel and community resource providers will provide help to Southern Oak families in both academic and community areas.

### **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 School Based Leadership Team will create the professional development plan for the year based on data and school wide needs. The meeting schedule is developed with union representatives and is agreed upon by the staff. The Southern Oak Parent Information Policy will be summarized in a newsletter to parents / caregivers and will be available in the front office in both Spanish and English. Translations will be available in other languages as requested. The newsletter summary will outline the major components of the policy and will offer to provide a "hard copy" upon request. Written communication will be provided in both Spanish and English and in other languages as requested. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. All family event publicity will be provided in both English and

Spanish and other languages as needed. Title I information is also provided in both Spanish and English, a service provided by the ESOL team. An inventory of all resources purchased will be maintained and updated yearly.

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

Southern Oak Elementary has been fortunate to have a partnership with LKQ Pick your Part for the past five years. LKQ reached out to us and wanted to help our students achieve success in Reading. The team at LKQ went above and beyond our expectations and met with our principal and teachers to design a program to encourage our third-grade scholars to practice and improve their reading skills. We assessed our students' reading levels at the beginning and again at the end of the school year to celebrate the improvement they had made. For each level they improved, our students earned a prize. Our students are thriving and we could not be happier with our partnership with LKQ Pick Your Part. Fifth grade classes take a field trip to Enterprise Village yearly and learn about the free enterprise system. We also plan a yearly Green Festival with many community partners in attendance.

### Part V: Budget

1	III.A	Areas of Focus: Mathematics				\$0.00
2	III.A	Areas of Focus: Science				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	6251 - Southern Oak Elementary School	School Improvement Funds		\$250.00
<i>Notes: Purchase science materials for students</i>						
3	III.A	Areas of Focus: ELA				\$0.00
4	III.A	Areas of Focus: Bridging the Gap (Black Student Achievement)				\$0.00
5	III.A	Areas of Focus: Conditions for Learning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	6251 - Southern Oak Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Provide stipends for teachers to attend evening conferences</i>						
6	III.A	Areas of Focus: Attendance				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	6251 - Southern Oak Elementary School	School Improvement Funds		\$250.00
<i>Notes: Provide attendance incentives for students</i>						
7	III.A	Areas of Focus: Family and Community Engagement				\$0.00

<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: ESSA Sub group (ELL)</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	6251 - Southern Oak Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Provide resources (ie., field trips) for ELP afterschool programs for students</i>			
<b>10</b>	<b>III.A</b>	<b>Areas of Focus: ESSA Sub group (ESE)</b>				<b>\$605.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	6251 - Southern Oak Elementary School	School Improvement Funds		\$605.00
			<i>Notes: Provide resources for after school program for ESE students (ie., materials, field trips, etc., )</i>			
			6251 - Southern Oak Elementary School			\$0.00
					<b>Total:</b>	<b>\$2,605.00</b>