



School Improvement Plan 2017-18

Southern Oak Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



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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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
572	2.6	14.2	20.8	5.1	57.2	0.2

School Grade	2017: C	2016: C	2015: B	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	48	49	61	54	41	59						
Learning Gains All	54	51	66	58								
Learning Gains L25%	39	45	38	40								

School Leadership Team				
Position	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
Guidance Counselor	Krista	Karmo	FT	1-3 years
Psychologist	Mark	Cresep	PT	4-10 years
Social Worker	Alma	Taylor	PT	Less than 1 year
Diagnostician	Diane	Koplar	PT	1-3 years
Total Instructional Staff:	56		Total Support Staff:	20



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Southern Oak Elementary uses CHAMPS as a strategy for a PBIS system. The guidelines for success for Southern Oak Elementary are as follows: Be Respectful, Be Responsible, Be Safe, Be Patient, and Be on Task. School-wide expectations that support our guidelines for success are posted throughout common areas, such as the cafeteria, media center, hallways, etc. School-wide expectations are explicitly taught and reinforced by all staff members on a consistent basis. Students can earn rewards (intrinsic and extrinsic) for following school-wide rules/expectations. Teachers and their students collaboratively create classroom rules that support Southern Oak’s school-wide guidelines for success using CHAMPS strategies. The teacher’s classroom discipline plan will be posted and readable. Teachers and their students also incorporate classroom meetings into their weekly routines that reinforce these values and expectations.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Southern Oak will review behavior expectations with staff during pre school professional development. The staff will participate in on-going professional development in PBIS and CHAMPS strategies throughout the school year. During professional development staff will review the established procedures for handling behavior concerns, and every teacher will have a written classroom management plan. Teachers will then collaboratively create classroom expectations with input from their students to support Southern Oak’s guidelines for success so that students understand the expectations. School-wide expectations will be taught/revised as needed consistently throughout the school year. Copies of the classroom management plans will be submitted and reviewed by administration.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

All students will participate in the PBIS program and CHAMPS strategies school-wide. Identified students in need of additional behavioral or academic support will be discussed with the school MTSS team. Using data, teachers identify students who may need academic or behavior support by using a school generated MTSS Referral form. Support will be given to the teacher by the MTSS team with the teacher’s input as needed. With support from the MTSS team, the teacher will provide the behavioral interventions (restorative practices, character education, modification to the classroom management plan, etc.) that meet the student’s individual needs. If further intervention is required after data collection, the MTSS team members will support further. Support may include, but not limited to social skills lessons, small group counseling, mentor support, and individual behavior plans. Academic needs will be met based on the specific area of academic weakness (phonics, fluency, comprehension, number computation, etc.). Students who are not being successful in either academics or behavior will receive a higher level of support which will be strategically progress monitored. This research- based support may be provided by an interventionist teacher and or the classroom teacher based on data in grades 4 & 5. In grades 1-3rd research- based support may be provided by the MTSS coach, paraprofessional, or the classroom teacher. Behavioral and academic data is collected systematically to determine next steps. Interventions are put into place with teacher input

depending on the individual level of need. The MTSS team meets weekly and uses data to drive the level of support needed for each child in both academics and behavior. A seamless and transparent way of work is communicated to all stakeholders weekly. The guidance counselor explicitly teaches character education monthly in all classrooms and celebrates a citizen of the month in all classrooms throughout the school year. A citizen of the year is also chosen from primary and intermediate grade levels and celebrated at the end of the school year.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The MTSS/SBLT team focuses on Tier I core data (both academic/behavior) and intensive supports for Tier II and Tier III to support classroom teachers. The MTSS/SBLT team progress monitors data to determine the level of supports. Individual meetings are scheduled as needed to update and review individual student plans at the Tier 2 and 3 level. The student services team are also members of the MTSS/SBLT team who may be available to implement interventions and services to students in need of additional support in addition to the core (academic/behavior). Data chats are scheduled with all classroom teachers after each assessment cycle to better assess core instruction. Data chats occur every 8 weeks. PLC’s are utilized weekly to plan standards based rigorous instruction and analyze core data amongst grade level teams. The Academic Leadership Team (ALT), which consists of the Principal, Assistant Principal, and the MTSS coach will attend 2 grade level PLC’s weekly, rotating each grading period. The team leaders turn in notes to the MTSS coach who reviews with the ALT following each weekly meeting. The ALT then meets to review all PLC input and provides feedback as needed to the MTSS/SBLT team and grade level teams within 48 hours.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Administrators progress monitor by previewing lesson plans with a focus on rigorous assignments, and by doing daily walkthroughs to determine if core behavior expectations and core instruction is being implemented with fidelity. Other data sources utilized are MAP, school dashboard, disparity gap, and Performance Matters. This data is shared per assessment cycle at SIP goal meetings, staff and curriculum meetings. The SIP academic goal teams will be responsible for their goal’s data reporting once a month at a staff or curriculum meeting. Every grade level is represented on a SIP team. Twice per month the Child Study Team reviews attendance data and identifies academic and behavior correlations. A SMART goal is to decrease the number of students absent from school to 10% or more, by 5%. Any student identified as needing more supports based on the data is referred to the MTSS/SBLT team to consider a tiered level of support. The Child Study Team (CST), including all required members, will address students who have missed 10% or more of school and look for trends of why students are not in school. We will utilize attendance codes for this purpose. The CST will complete a Problem Solving Worksheet (PSW) for attendance quarterly to assist with problem solving to determine the most common reasons and barriers students miss school. Review in School Profiles the reasons absence reports and develop interventions that target trends as to why students are absent. If pending is the most frequent used code, then the CST will develop processes to find out why students are missing school. The CST will utilize the new attendance letters that include graphs to compare the absences or peers. Ensure families are aware of the importance of attendance and engage them in attendance related activities. Develop attendance incentive programs and competitions.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

A Needs Assessment was given at the end of the 16-17 school year in order to plan professional development based on need for the 17-18 school year aligned to our SIP. Leadership coordinates various professional development opportunities and calendars it for the school year. Administrators attend PLCs to assure that all staff are planning rigorous standards based assignments and assessments, reviewing academic data, discussing student work, and establishing high expectations for all students. Administrators conduct walkthroughs on a daily basis (minimum of 5 teachers each day), and review the quality of lesson plans which will be uploaded to a central location. Southern Oak Elementary celebrates high academic achievement through awards assemblies each grading period. School-wide rules and academics are supported through assemblies, guest speakers, and presentations (such as, Bullyproof The Musical, Drugs are Nasty, etc.,) and recognition on our morning show. A Professional Development calendar will be developed based on a needs assessment to support excellent instruction and what leaders, teachers, and students are doing (i.e., Restorative Practice/ circles).

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
During the 2016-2017 school year, Southern Oak Elementary had 449 discipline referrals, almost doubling the 223 total referrals from the 2015-16 school year. Our goal is to reduce exclusionary discipline practices resulting in a decrease in total referrals by at least 75%. Utilizing research based strategies to reduce ODR proactively.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Conduct professional development on building and maintaining supportive relationships through restorative practice professional development, classroom meetings, CHAMPS, Guidelines for success and other PBIS values to help staff better support struggling students. Classroom teachers will then use a collaborative approach with their students to establish classroom expectations that relate to Southern Oak’s guidelines for success and school expectations. A positive reinforcement school store will be put in place and students will be given the opportunity to purchase school supplies.	Administration, Guidance & teachers
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
37.6% of the 449 discipline referrals were generated by African American students (48.9% were white and 10.2% Hispanic). 41% of these referrals were generated by students with disabilities (to include emotional behavioral disabilities (EBD)). Our goal is to decrease the risk ratio for African American students to 1%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The EBD unit will not be at Southern Oak this year. 1. Classroom teachers will use Check and Connect with all African American students. The staff will receive cultural competence and behavior management training to help support this area of focus. 2. Students with 5 or more referrals will be identified to have either a mentor or staff buddy to mentor. 3. Identify students in need of FBA or PBIPS and review previously written plans to meet individual needs of students. 4. Restorative Practice/circles strategies are excellent strategies for African American students as well.	All staff
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

IObservation data shows that during ISM Instructional Observations, Southern Oak had 94% of classrooms showing evidence in Standards Based Instruction vs. 83% at the district level. Efforts will be made to continue to align instruction to state standards resulting in 100% student success. Teachers will plan rigorous standards-based lessons including challenging assignments and weekly assessments as needed to drive their instruction. Teachers will focus on high student engagement with more student talk (engagement) verses teacher talk.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Based on 2017 FSA data, our student proficiency rates (level 3 or above) in grades 3-5 from 2016 declined slightly in ELA 1% and in Science 18%. Math had declined in 2016, but increased in 2017 by 7%. In order to increase rigor and student engagement the key areas for improvement are providing teachers time to plan rigorous standards based lesson plans, challenging assignments, and weekly assessments (Unify pre and post tests for science) as needed in all content areas. We will have a math and science coach assigned to our school a minimum of 1-2 days per month assigned by district. Every grade level and specialists will meet with the math and science coaches and intentionally plan target rigor (ex. Bi-weekly assessments) called for by the math and science standards being addressed for that month. In addition an ELA needs assessment will be given to teachers, and a professional development calendar will be created based on need, (i.e. JRGR assessment kit PD).

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Tier 1 student data is reviewed by teachers during weekly PLCs, monthly as a grade level, and after each round of MAP. Tier 2 data is reviewed every 6-8 weeks using progress monitoring data by the classroom teacher and the MTSS team. Tier 3 data is reviewed every 6 weeks by the classroom teacher with the student services team. Report cards will be monitored and daily walk throughs will occur so state standards implementation is monitored daily.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Every child receives core instruction at grade level. The staff uses differentiated instruction through small groups while using research based interventions to help students reach grade level proficiency. Students are provided opportunities to meet with the student services departments at the middle and elementary levels to coordinate building individual student schedules that best meet their individual needs. Departmentalization is in place in all 4 5th grade units to prepare the 5th graders for transition into middle school. In addition to the 5th to 6th grade transition, the kindergarten team hosts a kindergarten round up to ensure students and their families are welcomed and supported in the transition to kindergarten. Vertical articulation will be done each grading period to support grade level proficiency.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will collaboratively plan and implement standards-based core instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
PLC's, walkthroughs with feedback, informal and formal observations with feedback, review of lesson plans based on standard's based instruction, MAP, formative assessments	Taylor, Ohmer, & Jessie
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will make sure students are cognitively engaged in challenging assignments that are rigorous and relevant.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthroughs with feedback, informal and formal observations with feedback, review of lesson plans.	Taylor & Ohmer
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvanceED climate survey that supports your plan to improve professionalism, collegiality and trust.

The administration uses shared leadership, has an open door policy, gains input from staff on decisions, and conducts social activities to build trust and encourage collaboration.

Based on the AdvanceED climate survey results from 16-17, areas of growth (identified as 10% or more in the disagree and/or strongly disagree range) include the following:

Governance & Leadership
 School leaders will support an innovative and collaborative culture.
 School leaders will hold themselves accountable for student learning.
 School leaders will engage with all stakeholders about the school's purpose and direction.

Teaching & Assessing for Learning
 Increase and provide learning support services for all students based on their needs.
 Improve the formal process currently in place to support new staff members in their professional practices.
 Provide protected instructional time.
 Provide high quality student support services (e.g., counseling, referrals, educational & career planning).

Administration shared the results via email and pre school. At monthly staff, faculty, curriculum meetings, kudos will be shared at the beginning of each meeting. In the weekly communication, Owl's Hoot, staff kudos are listed to celebrate staff's accomplishments for that week. Teachers and support staff will sit on all open positions when hiring. Sustain Restorative Practice/circles for the 17-18 school year, which builds collegiality, trust, and relationships.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Southern Oak Elementary has a master schedule that allows each grade level to have a common planning time during which PLCs are conducted weekly. Administration attends PLC's weekly. In addition, the duty schedule has been revised so classroom teachers have a 50 minute block each morning for common grade level planning.

 **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the 2016-2017 school year, teacher participated in math professional development with Ms. Math, Dr. Rachel McAnallen, from the University of Connecticut. FSA scores increased overall in math last year. During pre-school Susannah Richards will be guest speaker from Eastern Connecticut University, focusing on everyone's responsibility in teaching literacy. Our next steps to increase teacher effectiveness are developing an ELA needs assessment, supporting teachers in the development of their deliberate practice, and working side by side with teachers and curriculum area content coaches.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
iStation	Pre-school, monthly	Pre-K-5 Instructional staff	Improved understanding of the program and progress monitoring tools and reports

ST Math	Pre-school, monthly	K-5 Instructional staff	Improved understanding of the program and progress monitoring tools and reports
CHAMPS/ PBIS, Class meetings	Pre-school, monthly	All staff	Understand how to create a classroom discipline plan and implement school-wide guidelines of tolerance and respect that is culturally responsive and is sensitive to the needs of our student population
Marzano Evaluations	Pre-school, each grading period	PreK-5 Instructional staff	All staff to have a better understanding of the Marzano appraisal system and use the feedback to improve instruction
Data Analysis (triangulate)	Pre-school, monthly	PreK-5 Instructional staff	All will know and understand data in order to make instructional decisions for all students
Jan Richardson Guided Reading Routine	Pre-school, each grading period	K-5 Instructional staff	All students reading at or above grade level
Restorative Practice (RP)	Pre-school, monthly	All staff	RP implementation plan and timeline for '17-'18
SIP Updates	Pre-school, monthly	All staff	100% student success
Teacher additional planning (TDE's)	1 st & 2 nd semester	K-5 classroom teachers	100% student success



Family and Community Engagement

Connections: District Strategic Plan ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Encourage family participation at all school events (ie. SAC, PTA, monthly family involvement events linked to learning, mentoring, etc.). Administration, teachers, family community coordinator and our MTSS coordinator reaches out to the community to build relationships and to strengthen the connection between them. Weekly updates are communicated to all stakeholders via connect ed, facebook, marquee, and school’s website.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

The school provides parents with training opportunities throughout the school year specific to the curriculum of their child’s grade level. One example is family Math night with Ms. Math. Opportunities are provided to understand the state testing mandates and how to best prepare their children by providing an assessment parent training. At all events as much information is translated into the child’s home language as possible. Information such as reading and math performance data are also shared during individual parent conferences. A parent guide manual will be made available to the school by the district to support building stronger connections to families that will be utilized to improve parent involvement. Data chats are scheduled each grading period with every teacher.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

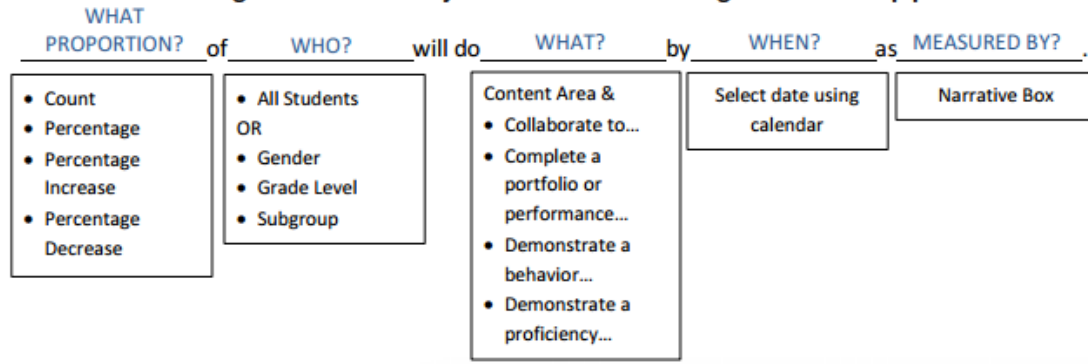
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
To increase volunteers by at least 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ol style="list-style-type: none"> 1. Family community liaison will contact previous volunteers and mentors to encourage participation for the 17-18 school year. 2. Build a mentor schedule 3. Maintain communication throughout the school year with families and community members 4. Weekly Connect Ed communication to families 	<ol style="list-style-type: none"> 1. Maria Wilson 2. Maria Wilson 3. Maria Wilson & Brandie Jessie 4. Dr. Taylor <p>Family Engagement Goal Manager: Brandie Jessie, MTSS</p>

Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
To increase our community involvement we will work with our local business partner LKQ and arrange community gathering socials through the PTA that allow for input and strategies that support student learning.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ol style="list-style-type: none"> 1. Establish a timeline with LKQ 2. Encourage business partners to provide on-site training to students that correlates learning and community involvement. 3. Determine parent nights with PTA 4. Schedule skating parties 	<ol style="list-style-type: none"> 1. Dr. Taylor & Brandie Jessie 2. Maria Wilson & Dr. Taylor 3. PTA & Keala Porter 4. PTA & Keala Porter
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Laura Blauvelt
Southern Oak's ELA proficiency will increase by at least 20% as measured by the 2018 FSA results. Our overall growth goal will be at least 68% + and our overall L25 growth goal of 50%+.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>All instructional staff will attend professional learning communities weekly, and collaboratively and intentionally plan ELA core-aligned Standards-Based Instruction focusing on:</p> <ul style="list-style-type: none"> *iStation *more student talk vs. teacher talk *student stamina *specific/purposeful feedback about the learning from teachers to students *level of rigor/taxonomy *differentiated instruction *gradual release *cognitively engaged assignments *pre/post assessments/rubrics *student led conferencing *emphasis not only on reading and writing, but speaking and listening *development of higher level questions in writing prior to lesson *vocabulary development *model and scaffold as needed for students *relevant homework assignments 	<p>Staff will use data such as informal assessments as a means to progress monitor and guide instruction, (ie., MAP). Administration will monitor lesson plans and conduct formal and informal walkthroughs, providing specific feedback to teachers to improve instructional practice.</p> <p>Progress monitoring of iStation will be done on a weekly basis by teachers to assure program fidelity. Administrators and MTSS coach will also progress monitor monthly with data shared at SBLT/academics.</p> <p>An ELA needs assessment will be completed. A year long ELA PD strategic plan will be developed with a focus on differentiated reading for our lowest 25%. Small group reading instruction will be done daily for the lowest 25%. This will be progress monitored by administration and the MTSS coach.</p>

<ul style="list-style-type: none"> *student goal setting *collaborative learning opportunities 	
<p>All instructional staff will utilize Jan Richardson’s Guided Reading and Writing Routine with fidelity (as well as other research based small group effective methods) to meet the needs of our students.</p>	<p>Running records, MAP data, iStation reports, lesson plans, walkthroughs, etc.</p>

Mathematics Goal	Goal Manager: Mary Krause
<p>Southern Oak’s Math proficiency will increase by <u>at least</u> 20% as measured by 2018 FSA results. Our overall math goal will be at least 81% + and at least a 50%+ for L25.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>All instructional staff will attend professional learning communities weekly, and collaboratively and intentionally plan core Math Standards Based Instruction focusing on:</p> <ul style="list-style-type: none"> *Major focus will be working closely with our part time Math Coach, Dar Brown, on Number Talks, Strategic math planning, and Just in Time math PD based on teachers strength and areas for improvement. *Level of Rigor/Taxonomy (complex assignments) *Relevant real world problem solving *Balance of factual, procedural and conceptual knowledge opportunities *Student stamina *Student engagement *Specific/purposeful feedback about learning from teachers to students (rubrics) *Differentiated Instruction/ small groups *Emphasis on speaking (sharing evidence of student thinking) and listening *Pre-post assessments (using formative assessment data to adapt teaching & learning)/ utilize Unify *Gradual release *Collaborative learning opportunities *Model and scaffold for students as needed (mathematical modeling) *Support productive struggle *Set student learning goals/ data chats with students *Vocabulary development *Development of higher level questions prior to the lesson (utilizing questions and feedback for deeper understanding) *Incorporate positive norms to encourage in math class *Integrate literacy activities *Homework assignments are relevant & purposeful (ie., accountable) *Plan for purposeful integration of mathematics tasks into science lessons 	<p>Staff will use data such as informal assessments as a means to progress monitor and guide instruction. Administration will monitor lesson plans and conduct formal and informal walkthroughs, providing specific feedback to teachers to improve instructional practice, (ie., MAP) Administrators will look for evidence of NCTM’s eight Effective Mathematics Teaching Practices during walkthroughs.</p>

<p>Teachers attend district-offered Collaborative Planning Hubs and other professional development trainings based on needs/grade-level.</p>	<p>Staff will use data such as informal assessments as a means to progress monitor and guide instruction. Administration will monitor lesson plans and conduct formal and informal walkthroughs, providing specific feedback to teachers to improve instructional practice. Administrators will look for evidence of NCTM's eight Effective Mathematics Teaching Practices during walkthroughs.</p>

<p>Science Goal Goal Manager: Kim Byrne & Peggy Ross</p>	
<p>Southern Oak's Science proficiency will increase by <u>at least 23%</u> as measured by 2018 FSA results. (Goal: at least 64% +)</p>	
<p>Actions / Activities in Support of Science Goal</p>	<p>Evidence to Measure Success</p>
<p>All teachers will establish an effective routine using the 10-70-20 instructional routine method, the 5 E model, SLAGS, and science lab for grades 2nd-5th grade. Intermediate teachers and students will be able to access materials and experiments that coincide with NGSSS. Southern Oak will have several after school STEM programs available for students from 2nd-5th grade. *integrate literacy activities *collaborative learning opportunities *vocabulary development- i.e. vocabulary academic games such as Jeopardy. *science clubs (ELP) *plan for purposeful integration of mathematics tasks into science lessons</p>	<p>Beginning of the year and mid-year diagnostic assessment data to inform, plan, and differentiate instruction. Pre assessments will be completed at the end of each SLAG and post assessments/quiz completed on Unify so teachers know student strengths and needs making sure to identify bubble students. Science Learning Activity Guide (SLAG) progress monitoring questions and final reflection using rubric cycle assessments. Administration to conduct formal and informal walkthroughs with specific feedback, and progress monitor science lesson plans. Just in time Science coach support and feedback</p>
<p>Science Fair participation both at the school and district level (all classes participate ie., whole class, small group, or individually)</p>	<p>Student work products, walk throughs, feedback, and Pinellas County Assessments.</p>

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<p>Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)</p>	
<p>Goal Name: Healthy Schools</p>	<p>Goal Manager: Dana Hughes</p>

Southern Oak will work towards Bronze level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, school was eligible for national recognition in <u>3 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Angela O'Connor
Goal Name: Southern Oak will maintain student participation in our afterschool STEM program.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Maintain female participation in STEM.	Student attendance records
Individually reach out to both our African American and Hispanic sub-groups to participate.	Demographics, MAP & FSA data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Brandie Jessie/Krista Karmo
Our African American population will increase their ELA and Math scores by at least 44% as measured by 2018 FSA results. (Math Goal: 81% +; ELA Goal: 68%)	
Actions / Activities in Support of Black Goal	Evidence to Measure Success

All teachers will identify struggling African American students in need of additional ELA research-based interventions and meet with the teacher one on one to discuss and track progress monitoring bi-weekly. Teachers will set learning goals with each student.	iStation, data folders, ELA journaling, rubrics, formative assessments, MAP, report cards, etc.
All teachers will identify struggling African American students in need of additional Math research-based interventions and meet with the teacher one on one to discuss and track progress monitoring bi-weekly. Teachers will set learning goals with each student.	ST Math, data folders, Math journals, rubrics, formative assessments, MAP, report cards, etc.
Staff will individually reach out to each African American student to participate in STEM, after school enrichment clubs, and tutoring opportunities.	Formative assessments, Portal contact

Subgroup Goal (ELL)	Goal Manager: Susan Gates/Patrick Cheshire
Southern Oak's ELL population will increase their ELA and Math scores by at least 24% as measured by 2018 FSA data. (ELA Goal: 68% +; Math Goal: 81% +)	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ESOL teachers will identify the lowest 25% of ELL students in each grade level performing below level in ELA and Math. ESOL teachers will collaborate with the classroom teachers to effectively plan and carry out an inclusive plan of instruction and intervention.	iStation data, ST Math data, scales/rubrics, student journals, running record data, MAP, ACCESS data, etc.

Subgroup Goal (ESE)	Goal Manager: June Caruso
Southern Oak's ESE population will increase their ELA and Math scores by at least 45% as measured by 2018 FSA data. (ELA Goal: 68% +; Math Goal: 81% +)	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
ESE resource teachers will identify the lowest 25% of ESE students in each grade level performing below level in ELA and Math. ESE teachers will collaborate with the classroom teachers to effectively plan and carry out an inclusive plan of specialized instruction and intensive intervention. Jan Richardson Guided Reading Routine will be implemented daily with all ESE students.	iStation data, ST Math data, scales/rubrics, student journals, running record data, MAP, etc.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

 **Early Warning Systems (EWS) -- Data and Goals**

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade <i>Select</i>	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	School Totals	
	#	%*							
Students scoring at FSA Level 1 (ELA or Math)				32	24	36		92	
Students with excessive absences / below 90 %	4	4	2	2	4	1		17	
Students with excessive behavior / discipline**	45	8	36	45	28	61		223	
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators	1	2	1	15	9	12		40	

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	
Southern Oak will decrease the number of students absent to 10% or more from school by 5% as measured by school profiles, with a goal of minimum 95% attendance for the school year.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
<p>The child study team will meet twice per month to complete and review the tier 1 attendance problem solving worksheet to determine the most common reasons/barriers our students miss school.</p> <p>All staff will encourage perfect attendance, create a warm and welcoming learning environment that encourages students to not miss school. Teachers will check in with student(s) when he/she returns to school to let them know they were missed. Teachers will also call to make contact with the family after a student misses 3 consecutive days.</p>	<ul style="list-style-type: none"> • Bi-weekly child study team meetings • School profiles • Focus • Perfect attendance awards
Develop and implement interventions that target identified reasons/barriers to school attendance.	<ul style="list-style-type: none"> • Bi-weekly child study team meetings • School profiles • Focus

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Southern Oak will decrease the amount of discipline referrals by at least 75% as measured by discipline data in School Profiles.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
All staff will be trained and participate in the PBIS program and use CHAMPS as a strategy to create effective Guidelines for Success in all common areas and effective classroom behavior management plans that include positive and negative consequences to support a positive learning environment for all students.	<ul style="list-style-type: none"> *discipline data *classroom management plans *FOCUS
All staff will reinforce positive behavior to support positive behavior school wide by giving out “Hoot Loot,” which students will use at the school store.	<ul style="list-style-type: none"> *discipline data *positive office referral data

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Southern Oak Elementary provides numerous opportunities for extended learning through Promise Time, ELP tutoring and enrichment opportunities after school, 4 days per week (Monday-Thursday). School-wide data is used to identify our lowest 25% of struggling students. These students have priority in the programs and it will be opened up to other students as space and resources are available.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
Southern Oak will identify our students scoring in the lowest 25% in ELA and Math and increase their learning gains by at least one grade level as measured by 2018 FSA data.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identified students will participate in extended learning opportunities before and after school.	Promise time data, iStation data, progress monitoring data, FSA data, attendance records etc.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	49	% with advanced degrees	19.6%
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100%	% with 1-5 years of experience	24%
% certified in-field**	100%	% with 6-14 years of experience	39%
% ESOL endorsed	63%	% with 15 or more years of experience	37%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Southern Oak Elementary seeks highly qualified, diverse instructional staff through an interview selection committee. We seek applicants or transfers who are diverse in order to better represent our student population. We strive to retain highly qualified, diverse instructional staff by providing professional development offerings based on prioritized needs identified through teacher appraisal data and deliberate practice process evaluated by teacher survey results. We ensure that all teachers who are new or veteran receive the support they need to be successful in the classroom, whether it be behavior management coaching or curriculum support. All new teachers are provided a grade level mentor as well as experienced teachers who may change grade levels. Our master schedule supports common grade level planning and professional learning communities.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Craig	Lawrence	White	Business/Community
Evelyn	Cervoni	Hispanic	Support Employee
Shamikia	Green	Black	Parent
Korianne	Knoll	White	Teacher
Linda	Lincoln	White	Teacher
Susan	Taylor	White	Principal
Angela	Ohmer	White	
Doreen	Jablonski	White	Parent
		Select	
		Select	
		Select	
		Select	

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Chairperson: Brandie Jessie
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Please state the days / intervals that your team meets below.
Tuesdays, 60 minutes weekly

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

Professional Development (TDE's for teacher planning, conferences, etc. \$3,500.00) Book Studies \$500.00 Positive Behavior Incentives \$1,000.00