

# Oakland Terrace School For The Visual And Performing



# 2016-17 Schoolwide Improvement Plan

## Oakland Terrace School For The Visual And Performing Arts

2010 W 12TH ST, Panama City, FL 32401

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	33
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>37</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Oakland Terrace School For The Visual And Performing Arts

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission at Oakland Terrace School for the Arts is LIVING the ARTS, Learning for ALL!

The administration, faculty and staff are committed to building positive relationships with our students, their parents and the community. Students learn in different ways and our instructional practices will incorporate a variety of activities to accommodate our diverse learners.

Our Positive Behavior Support initiative ensures all students follow the school-wide expectations of LIVING the ARTS every day.

A- Act respectfully

R - Respond with self-control

T - Take responsibility

S - Show citizenship

Certain access is achieved through providing each child a consistent, guaranteed, viable curriculum. through student engagement in the Florida Standards with emphasis on language arts, mathematics, civics and STEM (science & technology). Our high expectations for academic success are enhanced by the knowledge, appreciation and integration of the Arts.

##### b. Provide the school's vision statement.

Oakland Terrace School for the Arts is committed to building the relationships necessary to promote lifelong learning in our diverse student population through integration of the Arts. Our school environment is built upon relationships, respect and high expectations to ensure student success.

#### 2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through a number of ways. Our PBS expectations are taught to our students within their classrooms, as well as through the daily ITV program. Many teachers make home visits to make connections with their students. All classrooms use the First 30 Days to complete Learning Interest Inventories, Assessments, etc. Many teachers use KAGAN strategies for team and class building in their classrooms throughout the year. Parent/teacher/student conferences are conducted as needed, providing opportunities for parents, teachers, and students to further build relationships between teachers and students.

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

Students are closely monitored before and after school in order to feel safe and respected.

Our school leaders and members of various committees have collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment for everyone at Oakland Terrace School for the Arts. The campus is maintained by a full time custodian, part time maids, and Bay District Maintenance staff. All of these personnel work to maintain a safe, clean and

healthy environment for staff and students. Procedures are in place for teachers to report cleaning and maintenance needs to appropriate staff members. A computerized system is utilized to report and follow-up on district maintenance requests. Oakland Terrace Administrators collaborate with the District Safety and Security Officers to review school policies and procedures to ensure the safety of students and staff on campus. The Oakland Terrace Safety Plan is readily available and reviewed annually with all staff members. Emergency drills such as fire evacuations, severe weather and lock downs are routinely conducted. In partnership with the Bay County Health Department, Oakland Terrace has a medical technician five days a week that maintains medical records, communicates with parents regarding health concerns, trains staff on medication administration, and administers needed medical attention to students.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Our school is also a Positive Behavior Support (PBS) school where positive choices are modeled and rewarded. Oakland Terrace has a full-time School Social Worker to work directly with students and teachers. She has established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced through PBS.

**d. 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.**

The school provides support services to meet the physical, social and emotional needs of our student population. We identify student needs by meeting by grade level with administration on a monthly basis to discuss the current concerns and needs of individual students. We also discuss what changes need to be made in order to meet the specific needs of our students. Our school has implemented a designated set-aside time this year which is a school-wide enrichment /intensive instruction block that allows for targeted intensive instruction for those students who need it and various enrichment classes for the other students to extend their learning. Our school is an active participant in the RTI/MTSS process and we have school-wide behavior expectations (PBS) in place that promote positive behavior choices and targets behavior issues in order to meet the behavioral needs of our students. To further address academic needs all of our students (grades K-5) participate in MAP testing three times a year and FSA in the spring (grades 3-5). The data from these two assessments is analyzed and used to continuously plan and implement instruction/strategies that enhance learning experiences and academic growth. The district now provides a part-time Social Worker who is assigned to the school to assist in meeting the social-emotional needs of all students.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or Mathematics

Below proficiency scores on the statewide, standardized assessments in English Language Arts or Mathematics

Below proficiency scores on the Measure of Academic Progress (MAP) in English Language Arts or Mathematics



**b. Provide the following data related to the school's early warning system**

**1. 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	19	10	19	17	11	8	0	0	0	0	0	0	0	84
One or more suspensions	4	0	7	7	9	12	0	0	0	0	0	0	0	39
Course failure in ELA or Math	1	2	1	7	5	6	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	18	30	24	0	0	0	0	0	0	0	72

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	0	5	12	16	14	0	0	0	0	0	0	0	49

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The intervention strategies used to improve the academic performance of students who are identified by the early warning systems are:

An Inclusion model is in place in grades K-5.

Students are receiving Tier II and Tier III interventions according to their needs. Oakland Terrace is piloting "Simplifying Rti" where the focus is providing students additional instruction with core curriculum to close gaps of specific skills at the Tier II level. At the Tier III, students also receive intervention through research-based programs.

ELL Plans are in place for ESOL students to provide classroom strategies. Oakland Terrace is piloting an ELL program to provide small group reading instruction.

Oakland Terrace has a full-time Social Worker to provide social skills groups and Check In/Check Out.

\* 14 of the 49 students who exhibit two or more early warning indicators have moved on to middle school or withdrawn from Oakland Terrace.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**



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

## **2. Description**

Oakland Terrace School for the Arts believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and the PIP. SAC members are elected as voting members following SAC guidelines as directed by the State. All parents are given the opportunity to review the plans and to offer their input prior to approval. For the PIP, a Spring Survey was sent to parents seeking their input on activities, training, and materials they needed to help their child. Results of the parent Spring Survey were reviewed by the SAC to determine needed changes. During SAC meetings when PIP and SIP are discussed, the committee will decide, with input from parents how the parental involvement funds will be used. The parent liaison will be responsible in maintaining documentation from parents.

The leadership and staff of Oakland Terrace School for the Arts have a strong belief in the importance of parental involvement. The school offers meetings at a variety of times to accommodate the schedules of parents. Parent survey data indicated this was a need and survey data was used to help determine the most convenient times for parents to attend meetings. SAC and PTO meetings will be held after school. Workshops and other parent meetings will be scheduled during the evening hours or during school hours at parent request, in an effort to offer access to information to parents who cannot attend any of these meetings. Additionally, the school newsletter will contain information about the meetings and hard copies of handouts will be available in the school front office in the Title I notebook. Information will also be posted on the school website as needed. Information will be sent to the LEA to display on their website as well. Notifications will be sent to parents using the IRIS phone system as deemed appropriate. Childcare will be provided for those in need of childcare services during workshops and parent meetings. Home visits will be made as needed by Administration, Teachers, Guidance Counselor, etc. to further reach out to parents in an effort to open lines of communication between the school and families.

Oakland Terrace School for the Arts will take the necessary steps to ensure that communications for all parents are in a format and, to the extent practical, in a language parents can understand. Materials will be translated when feasible and/or requested by parents to ensure all parents have the opportunity to participate in the education of their child. Should interpreters be needed at workshops or meetings, one will be provided to the extent practical and for a language parents can understand. Title III employs a Spanish speaking parent liaison who is available to translate. Bay District offers additional translation services. Spanish, Vietnamese, Russian, and Chinese are predominant requests for translations, although other languages are available. Sign language is also available. All buildings are handicap accessible. All parents may request auxiliary aids and services of their choice such as sign language, Braille, etc. to ensure meaningful participation, by informing the school of this need when enrolling a student or by phone call, e-mail or letter to the AA or Principal. Additionally, parents can request services on any workshop evaluation form. All requests for services will be kept by the school for documentation purposes. Oakland Terrace School for the Arts is piloting a Newcomer Program for ELL students new to the United States to provide additional support in learning the English language while also meeting academic achievement standards required by the state of Florida.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Our school consistently participates with community businesses and agencies. For example: Blessings in a Backpack (Hiland Park Baptist Church), Thanksgiving Baskets (St. Andrew United Methodist Church), Panama City Fire Department, GAC, Real School Work, Historical St. Andrews, and the St. Andrews Community Redevelopment Agency are among some of the community businesses that we have built relationships with that support our students and our school. Oakland Terrace is also planning Parent Camp to offer parents different “survival skills” to enable them to continue to be an active

participant in the ever changing educational process. Parents have participated in BINGO for Books Night, Math Night, Open House, and Orientation.

Oakland Terrace School for the Arts conducts a Climate Survey each year. This survey is computer based and is offered to faculty, staff, students and parents. This survey targets specific aspects of our school environment and the participants rate our school on how they think we performed in each category. There is also space available for comments and suggestions for improvement. Our faculty and administration analyze the results each year and discuss at length how we can improve in areas of concern.

The personnel at Oakland Terrace School for the Arts implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. To assist with this process, we have an intervention specialist who works closely with the MTSS Staff Training and Resource Teacher provided by the district.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Willis, Lendy	Principal
Phillips, Patty	School Counselor
Hazzard, Sarah	Instructional Coach
Long, Bryan	Assistant Principal
Downs, Jenna	Attendance/Social Work
Schmidt, Dee	Instructional Coach

#### b. Duties

##### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Administrator : Lendy Willis

The principal guides in the development of a common vision and mission for the school. He guides the use of data-based decision-making, ensures the implementation of school wide programs and requirements, and assigns LT members to serve as mentors for new/struggling teachers. He plans and provides for professional development for the entire faculty, as well as building the capacity for the LT. He attends team meetings, PLC meetings, and MTSS data chats to ensure a focus on student learning.

Administrative Assistant: Bryan Long

The AA provides support and assists to ensure the implementation of the principal's initiatives. He provides guidance to teachers in matters of school safety, improved attendance, and student discipline. He assists with mentoring new/struggling teachers and assists with decision making.

Intervention Specialist: Patty Phillips

Identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Identifies appropriate, evidence-based, approved intervention strategies; supports the implementation of Tier I, Tier II and Tier III intervention plans; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design

and delivery of professional development; and provides leadership for assessment and implementation monitoring. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assists the school and families to support the child's academic, emotional, behavioral and social success. Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education and ESE teachers. Coordinates professional development and district resources to support MTSS initiatives.

Social Worker (Behavior): Jenna Downs

Under the direction of the school intervention specialist - monitors MTSS behavior, leads in-school suspension, leads the PBS team, and provides support to teachers and students.

Literacy Coach: Dee Schmidt

Provides guidance on K-12 Comprehensive Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

Math Coach: Sarah Hazzard

Provides guidance on K-12 Math Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

**2. 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.**

Oakland Terrace School for the Arts follows the district RtI/MTSS problem solving process. Teachers assess and analyze data to drive instruction and interventions in efforts to meet the goals for the SIP. Data that will be used will consist of DAR, SRA Placement tests, John's Inventories, MAP, FSA, etc.

Oakland Terrace has been allocated \$ 247,800.00 to support school wide programs. The 2016-2017 Title I allocation will be used to provide instructional staff and paraprofessionals. Bay District has coordinated with Title II and Title III to ensure staff development opportunities are provided. School level funds provide staff development opportunities, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between

the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title II: Bay District Schools Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. Bay District Schools Office of Staff Development also provides Staff Training Specialists to deliver staff development for instructional staff and administrators.

Title III: Oakland Terrace has been allocated an ELL Paraprofessional to work with identified ELL students at Oakland Terrace. District funds are used to provide supplemental materials and computer software to support English Language Learners (ELL).

Title X: Bay District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jody Stokesbary	Parent
Anglia Permenter	Parent
Thelma Murphy	Education Support Employee
Lendy Willis	Principal
Terri Gainer	Parent
Tom King	Business/Community
Sonia Reeves	Teacher
Stefanie Hendley	Teacher
Patricia Phillips	Teacher

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### a. Evaluation of last year's school improvement plan

The School Advisory Council will meet in the fall to review the SIP and PIP. The team will review the plan from 2015-2016 and compare it to the current plan. School wide data will be presented by the administration. SAC members will be given the opportunity to make final adjustments to the plans.

**b. Development of this school improvement plan**

The SAC will be provided a copy of the SIP Draft. The School Administrative Team, School Leadership Team, along with faculty and staff will present the plan and work with the SAC to develop strategies to increase student achievement. SAC members will be updated throughout the year with student data.

**c. Preparation of the school's annual budget and plan**

During the spring, the principal met with SAC members to discuss ideas for budget expenditures using School, District, and Title I funds. Those ideas were incorporated into the budgets that were submitted to the district.

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

The SAC decided to roll funds to the 2016-17 school year to have a bigger impact with campus improvements and PBS school wide celebrations.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Schmidt, Dee	Instructional Coach
Willis, Lendy	Principal
Phillips, Patty	School Counselor
Garrett, Cathey	Teacher, K-12
Hand, Kristin	Other
Creel, Michelle	Other
McCaghren, Michelle	Other
Greathouse, Janet	Teacher, K-12
Long, Bryan	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The team will meet monthly to review student data, review curriculum, and problem solve in the area of literacy as required by the Bay District Comprehensive Reading Plan. The LLT oversees instruction and assessment issues related to literacy. The group approves recommendations and the Principal serves as a team member. In addition, the LLT plans and implements various activities to ensure student motivation and love of reading.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

The strategies Oakland Terrace School for the Arts will use to encourage positive working relationships are: Shared Planning Time for grade levels, Grade Level PLC's, teacher recognition in the weekly newsletter sent out by the principal, a weekly award given to teachers by teachers, and the creation and implementation of Common Assessments. The school has an active Social Committee that regularly plans social events after hours.

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

The school has a number of strategies to recruit, develop and retain highly qualified certified-in-field, effective teachers to the school. The district awards teachers bonuses for learning gains shown 2 out of 3 years. The district requires new teachers to attend the "New Teacher Induction Program" during their first two years of teaching. Reading and Math Instructional Coaches are available to model lessons, assist in planning along side teachers. Professional Development is ongoing throughout the school year for all instructional staff. The district is also offering monetary bonuses for Effective and Highly Effective teachers to transfer to Oakland Terrace.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

The Administrative Team meets weekly to discuss the needs of the teaching staff. Each team member is assigned to mentor a new teacher, based on areas of experience. District personnel are also used to model for and mentor teachers, as needed. Additionally, members of the school leadership team mentor teachers new to their grade level.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Teachers utilize district pacing guides and grade level focus calendars aligned to Florida's standards. Each grade level at Oakland Terrace for the Arts has established essential standards in the area of ELA and Math to ensure each student receives a consistent, guaranteed, viable curriculum. The administrative team conducts weekly classroom walk-throughs to ensure quality, core instruction.

#### **b. Instructional Strategies**

***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Teachers collect data from diagnostic assessments, core program assessments, common assessments, MAP, and FSA to make instructional decisions for core instruction, remediation, and enrichment. Teachers discuss data weekly during PLCs to reflect on instruction and modify instruction if necessary to ensure all students are receiving the support needed to be successful. Students



receive supports in Tyner (K-2) , Connect to Comprehension, SRA, and MTSS programs to differentiate instruction and needed interventions for student success.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 900

An extra hour of reading instructional time has been mandated by the state and funded by Bay District Schools. Each student is receiving an additional hour of reading support. Oakland Terrace is also using the Inclusion Model. ESE teachers are accelerating the students by using the pacing guides.

**Strategy Rationale**

To improve student reading success and close the reading achievement gap.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Willis, Lendy, willilr@bay.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

MAP Scores will be analyzed by teachers during MTSS data chats to drive instruction and interventions, as well as identify students who need supports in MTSS. PLCs will analyze grades of common formative and common summative assessments to drive instruction and interventions. FSA scores will be collected by administration and then analyzed to determine student proficiency and determine lower quartile students. The information will be discussed with the LT and teachers to drive instruction and interventions.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Kindergarten Round-Up will be hosted in the spring to help inform and notify parents of the transition from preschool to kindergarten. Invitations will be sent to a Pre-School/Kindergarten Orientation for early childhood programs in the Oakland Terrace School zone. Students will be given supplies, instructional materials, and clothing they may need to start kindergarten. Administration, kindergarten teachers, and coaches will be in attendance to ensure a smooth transition for the new kindergarten students.

Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year. These students will also have the opportunity to visit kindergarten classrooms in the spring.

**b. College and Career Readiness**



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

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

n/a

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

n/a

### C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Oakland Terrace School for the Arts will identify and address the academic and behavioral needs of our students to increase the number of students who demonstrate proficiency and make learning gains on the 2016-17 FSA Assessments.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Oakland Terrace School for the Arts will identify and address the academic and behavioral needs of our students to increase the number of students who demonstrate proficiency and make learning gains on the 2016-17 FSA Assessments. 1a

G083408

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	40.0
FSA ELA Achievement	40.0
Math Gains	45.0
ELA/Reading Gains	45.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	40.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of evidence showing a consistent, guaranteed, viable curriculum, student social emotional skills, and lack of student attendance and parent participation.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Class and team building activities.
- SRA Signature K-2, SRA Signature 3-5, Corrective Decoding
- Decoding and/or Reading Mastery SRA for Interventions
- Instructional Coaches (Reading/Math)
- Release Time and/or Stipends for PD
- Additional Hour Added for Reading Instruction
- Additional Classroom Supports (Social Worker for Behavior/Inclusion Teachers/Paras)
- Do the Math
- Connecting Math
- Wonders
- Class Dojo
- Connect to Comprehension

**Plan to Monitor Progress Toward G1. 8**

Monitoring the progress of implementation of teaching and learning practices that meet or exceed the designated targets for "all students" in reading, math, writing, and science

**Person Responsible**

Lendy Willis

**Schedule**

Weekly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

Data Collected and Analyzed by the school leadership team, Common Assessments and PLC, Academic classroom walkthroughs and data collection, Teacher Data Notebook monitoring evidence, School-wide data spreadsheet (to include SRA, MAP),Rtl-B Data Collection, End of year assessment results.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Oakland Terrace School for the Arts will identify and address the academic and behavioral needs of our students to increase the number of students who demonstrate proficiency and make learning gains on the 2016-17 FSA Assessments. **1**

 G083408

**G1.B1** Lack of evidence showing a consistent, guaranteed, viable curriculum, student social emotional skills, and lack of student attendance and parent participation. **2**

 B221154

**G1.B1.S1** Students will track their individual data, set goals, and receive effective feedback. Timeline: August:: PLCs will determine grade level expectations to be included in data collection. September - May: Teachers review and conference with students regarding quality of data collection. Initial conference (teacher led) with students to discuss quality and review student data and goals in small group and whole group settings. October - March: Student led conferences to present personal data to peers and parents. **4**

 S233425

### Strategy Rationale

Making learning relevant and increase student responsibility for their own learning.

- Tracking data to help students identify clear targets.
- Tracking data allows students to set goals and reach targets.
- Tracking data teaches students to create plans of action for reaching targets.
- Tracking data guides students in monitoring their own progress in any given area.

### Action Step 1 **5**

Students will use data collection to keep track of their individual data and goal setting.  
Student-led conferences focus on the individual student's goals.  
Parent-teacher conferences focus on the individual student's goals.

### Person Responsible

Lendy Willis

### Schedule

Weekly, from 9/1/2016 to 5/31/2017

### Evidence of Completion

Evidence will be collected during administrative classroom walk-throughs. Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement. School leadership teams regularly analyze individual student performance.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

A checklist will be used during classroom walk-throughs to monitor and support fidelity of implementation.

#### **Person Responsible**

Lendy Willis

#### **Schedule**

Monthly, from 9/1/2016 to 5/31/2017

#### ***Evidence of Completion***

A monthly check will be completed in each class to ensure that data collection is being used effectively in the classroom by the teacher and students. The nonnegotiable items required and set by the administrator will be monitored.

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative walk-throughs

#### **Person Responsible**

Lendy Willis

#### **Schedule**

Monthly, from 9/1/2016 to 5/31/2017

#### ***Evidence of Completion***

A walk-through checklist will be used to collect data to show evidence of students tracking their data, setting goals, and receiving effective feedback.



**G1.B1.S2** Teachers will offer effective feedback and provide opportunities for students to be involved in developing expectations and goal setting for themselves. Administrators will give accurate and timely feedback to teachers regarding implementation of expectations. Timeline: Ongoing - Administrative feedback August - October: Setup of teacher data notebook with tabs and documentation labeled. November - March: Teacher data chat with student led conference documented for each student and parent. Teachers offer effective feedback and provide learning opportunities for students using common assessments. 4

S233426

### Strategy Rationale

- Providing feedback is an ongoing process in which teachers/administrators communicate information to students/teachers that helps them better understand what they are to learn, what high-quality performance looks like, and what changes are necessary to improve their learning.
- Feedback provides information that helps learners confirm, refine, or restructure various kinds of knowledge, strategies, and beliefs that are related to the learning objectives. It assists in developing intrinsic motivation in our students.

### Action Step 1 5

Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments.

Teachers will offer effective feedback and provide opportunities for students to be involved in developing expectations and goal setting for themselves.

#### Person Responsible

Lendy Willis

#### Schedule

Weekly, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Data will be collected during administrative, district, and TNTP (The New Teacher Project) walk throughs. Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administrators will work closely with the teachers to ensure that student feedback is provided and students are involved in developing expectations and goal setting for themselves.

**Person Responsible**

Lendy Willis

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

A monthly check will be completed in each class to ensure that students are setting goals using the data notebooks. Administration will monitor the use of effective feedback through classroom walk throughs and observations.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Student data and goal setting will be monitored.

**Person Responsible**

Lendy Willis

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Administration will monitor student feedback, expectation development, and student goal setting.

**G1.B1.S3** Grade level teams will implement the use of essential standards in decision making regarding common assessments used in determining levels of student achievement. Timeline: August -May: Grade levels will develop, monitor, and implement common assessments using data to adjust instruction. 4

S233427

### Strategy Rationale

A greater Focus on the standards that must be mastered.  
An ensured "Guaranteed Viable Curriculum" for all kids.  
All standards must be taught, just not to the same depth and level of mastery.  
Core instruction must be quality, focused, and intense in every classroom.

### Action Step 1 5

Grade levels teams will develop and administer common assessments in math and reading to determine the efficacy of the interventions and curriculum taught.

#### Person Responsible

Lendy Willis

#### Schedule

Monthly, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Data will be collected during school based administrative walk throughs and monthly data chats Goals are established for each student in terms of their performance on various assessments and recorded in their data notebook. Timeline: August - May: Create and review common assessments based on essential learning goals and targets.

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will monitor grade level common assessments.

#### Person Responsible

Lendy Willis

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

Common Assessment data will be collected for each grade level and feedback will be provided through the PLC.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

### Common Assessments

#### Person Responsible

Lendy Willis

#### Schedule

Monthly, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

Grade level common assessments will be monitored by administration and coaches. Feedback will be provided through the PLC.

**G1.B1.S4** The Inclusion Model will be used to provide access to on grade level curriculum, assessment, and instruction to meet student academic goals in both reading and math. 4

S233428

### Strategy Rationale

- Student accommodations will be administered by general education, special education, and paraprofessional support.
- More student engagement
- Acceleration
- Increase in instructional time
- Maintenance of individualized supports
- More rigorous instruction to provide scaffold support.

### Timeline:

August - May: Inclusion teachers will provide support facilitation to ESE students in the general education classrooms and monitor student achievement.

## Action Step 1 5

Students will be provided support facilitation in regular classroom settings to receive support and meet their academic goals in all areas.

#### Person Responsible

Patty Phillips

#### Schedule

Quarterly, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Teacher/para schedules

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

The ESE department will review IEP goals, state and district assessments, classroom grades to ensure student success in the program.

**Person Responsible**

Patty Phillips

**Schedule**

Quarterly, from 8/29/2016 to 5/31/2017

***Evidence of Completion***

Ongoing data collection spreadsheet for students in the Inclusion program to monitor success.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Student achievement data will be collected and reviewed by the ESE team to determine student growth and success in the program

**Person Responsible**

Patty Phillips


**Schedule**

Quarterly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

MAP testing results, student grades, IEP goals will be monitored. ESE teachers will report information to General Education teachers and Intervention Specialist.

**G1.B1.S5** All school personnel will implement the ARTS behavior expectations as supported by PBS and also implement social curriculum (ORCAS-Time) **4**

 S233429

### Strategy Rationale

- Decrease school-wide total ODRs, specifically those involving males.
- Create a common language that all stakeholders will understand in order to successfully implement expectations.
- Increase instructional time.
- Reduce the occurrence of problem behaviors in the school while reinforcing target behaviors.
- Develop social skills.

Timeline:

September: All students will take an interest survey

September - May: Monthly PBS celebrations both announced and/or unannounced.

### Action Step 1 **5**

All school personnel will implement the ARTS behavior expectations as supported by PBS.

#### Person Responsible

Bryan Long

#### Schedule

Daily, from 8/29/2016 to 5/31/2017

#### Evidence of Completion

Collection of office discipline referrals in Focus and Rtl-B

### Plan to Monitor Fidelity of Implementation of G1.B1.S5 **6**

Monitoring of office discipline referrals submitted into Focus

#### Person Responsible

Bryan Long

#### Schedule

Daily, from 9/1/2016 to 5/31/2017

#### Evidence of Completion

Office discipline referrals will be entered into Rtl-B. The data will then be analyzed by B. Long to determine areas of strengths and weaknesses.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Discipline data in RtI-B will be reviewed by the PBS team and the Administrative Team.

### Person Responsible

Bryan Long

### Schedule

Monthly, from 9/1/2016 to 5/31/2017

### Evidence of Completion

Office discipline referrals reports from RtI-B

**G1.B1.S6** Teachers will use research-based instructional strategies proven to increase student achievement. August - Professional development on the high yield strategies. PLCs will determine the Higher Yield Strategies to focus on and create a timeline. September - May - Teachers will implement PLC goals and strategies based on selected HYS. Administrators will monitor PLC action plans and implementation. 4

 S233430

### Strategy Rationale

- FSA requires instructional shifts to include more complex lessons.
- Students must become meta-cognitive problem solvers.
- There is a strong association with encouraging student talk and their achievement, especially in low performing students.

## Action Step 1 5

Teachers will implement Higher Yield Strategies daily to positively impact instructional shifts as required by Florida State Standards

### Person Responsible

Bryan Long

### Schedule

Daily, from 8/29/2016 to 5/31/2017

### Evidence of Completion

Classroom walk-through data, lesson plans, TNTP (The New Teacher Project) feedback



**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Classroom walk-throughs, checklists

**Person Responsible**

Lendy Willis

**Schedule**

Monthly, from 9/1/2016 to 5/31/2017

***Evidence of Completion***

Checklists will be used during classroom walk-throughs to ensure high yield strategies are implemented in classrooms.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6** 7

Review of walk-through data collected

**Person Responsible**

Lendy Willis






**Schedule**

Monthly, from 9/1/2016 to 5/31/2017











***Evidence of Completion***

Walk-through checklists will be compiled and reviewed to determine implementation of high yield strategies used in classrooms.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M303539	Monitoring the progress of implementation of teaching and learning practices that meet or exceed...	Willis, Lendy	9/1/2016	Data Collected and Analyzed by the school leadership team, Common Assessments and PLC, Academic classroom walkthroughs and data collection, Teacher Data Notebook monitoring evidence, School-wide data spreadsheet (to include SRA, MAP), RtI-B Data Collection, End of year assessment results.	5/31/2017 weekly
G1.B1.S1.MA1  M303527	Administrative walk-throughs	Willis, Lendy	9/1/2016	A walk-through checklist will be used to collect data to show evidence of students tracking their data, setting goals, and receiving effective feedback.	5/31/2017 monthly
G1.B1.S1.MA1  M303528	A checklist will be used during classroom walk-throughs to monitor and support fidelity of...	Willis, Lendy	9/1/2016	A monthly check will be completed in each class to ensure that data collection is being used effectively in the classroom by the teacher and students. The nonnegotiable items required and set by the administrator will be monitored.	5/31/2017 monthly
G1.B1.S1.A1  A299224	Students will use data collection to keep track of their individual data and goal setting....	Willis, Lendy	9/1/2016	Evidence will be collected during administrative classroom walk-throughs. Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement. School leadership teams regularly analyze individual student performance.	5/31/2017 weekly
G1.B1.S2.MA1  M303529	Student data and goal setting will be monitored.	Willis, Lendy	9/1/2016	Administration will monitor student feedback, expectation development, and student goal setting.	5/31/2017 monthly
G1.B1.S2.MA1  M303530	Administrators will work closely with the teachers to ensure that student feedback is provided and...	Willis, Lendy	9/1/2016	A monthly check will be completed in each class to ensure that students are setting goals using the data notebooks. Administration will monitor the use of effective feedback through classroom walk throughs and observations.	5/31/2017 monthly
G1.B1.S2.A1  A299225	Goals are established for each student in terms of their performance on state assessments,...	Willis, Lendy	8/29/2016	Data will be collected during administrative, district, and TNTP (The New Teacher Project) walk throughs. Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement.	5/31/2017 weekly
G1.B1.S3.MA1  M303531	Common Assessments	Willis, Lendy	9/1/2016	Grade level common assessments will be monitored by administration and coaches. Feedback will be provided through the PLC.	5/31/2017 monthly
G1.B1.S3.MA1  M303532	Administration will monitor grade level common assessments.	Willis, Lendy	9/1/2016	Common Assessment data will be collected for each grade level and	5/31/2017 monthly

**Bay - 0191 - Oakland Terrace Schl For Vis - 2016-17 SIP**  
*Oakland Terrace School For The Visual And Performing Arts*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				feedback will be provided through the PLC.	
G1.B1.S3.A1  A299226	Grade levels teams will develop and administer common assessments in math and reading to determine...	Willis, Lendy	8/29/2016	Data will be collected during school based administrative walk throughs and monthly data chats Goals are established for each student in terms of their performance on various assessments and recorded in their data notebook. Timeline: August - May: Create and review common assessments based on essential learning goals and targets.	5/31/2017 monthly
G1.B1.S4.MA1  M303533	Student achievement data will be collected and reviewed by the ESE team to determine student growth...	Phillips, Patty	9/1/2016	MAP testing results, student grades, IEP goals will be monitored. ESE teachers will report information to General Education teachers and Intervention Specialist.	5/31/2017 quarterly
G1.B1.S4.MA1  M303534	The ESE department will review IEP goals, state and district assessments, classroom grades to...	Phillips, Patty	8/29/2016	Ongoing data collection spreadsheet for students in the Inclusion program to monitor success.	5/31/2017 quarterly
G1.B1.S4.A1  A299227	Students will be provided support facilitation in regular classroom settings to receive support and...	Phillips, Patty	8/29/2016	Teacher/para schedules	5/31/2017 quarterly
G1.B1.S5.MA1  M303535	Discipline data in RtI-B will be reviewed by the PBS team and the Administrative Team.	Long, Bryan	9/1/2016	Office discipline referrals reports from RtI-B	5/31/2017 monthly
G1.B1.S5.MA1  M303536	Monitoring of office discipline referrals submitted into Focus	Long, Bryan	9/1/2016	Office discipline referrals will be entered into RtI-B. The data will then be analyzed by B. Long to determine areas of strengths and weaknesses.	5/31/2017 daily
G1.B1.S5.A1  A299228	All school personnel will implement the ARTS behavior expectations as supported by PBS.	Long, Bryan	8/29/2016	Collection of office discipline referrals in Focus and RtI-B	5/31/2017 daily
G1.B1.S6.MA1  M303537	Review of walk-through data collected	Willis, Lendy	9/1/2016	Walk-through checklists will be compiled and reviewed to determine implementation of high yield strategies used in classrooms.	5/31/2017 monthly
G1.B1.S6.MA1  M303538	Classroom walk-throughs, checklists	Willis, Lendy	9/1/2016	Checklists will be used during classroom walk-throughs to ensure high yield strategies are implemented in classrooms.	5/31/2017 monthly
G1.B1.S6.A1  A299229	Teachers will implement Higher Yield Strategies daily to positively impact instructional shifts as...	Long, Bryan	8/29/2016	Classroom walk-through data, lesson plans, TNTP (The New Teacher Project) feedback	5/31/2017 daily

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Oakland Terrace School for the Arts will identify and address the academic and behavioral needs of our students to increase the number of students who demonstrate proficiency and make learning gains on the 2016-17 FSA Assessments.

**G1.B1** Lack of evidence showing a consistent, guaranteed, viable curriculum, student social emotional skills, and lack of student attendance and parent participation.

**G1.B1.S1** Students will track their individual data, set goals, and receive effective feedback. Timeline: August:: PLCs will determine grade level expectations to be included in data collection. September - May: Teachers review and conference with students regarding quality of data collection. Initial conference (teacher led) with students to discuss quality and review student data and goals in small group and whole group settings. October - March: Student led conferences to present personal data to peers and parents.

### PD Opportunity 1

Students will use data collection to keep track of their individual data and goal setting. Student-led conferences focus on the individual student's goals. Parent-teacher conferences focus on the individual student's goals.

#### Facilitator

Lendy Willis, Bryan Long

#### Participants

All Teachers

#### Schedule

Weekly, from 9/1/2016 to 5/31/2017

**G1.B1.S2** Teachers will offer effective feedback and provide opportunities for students to be involved in developing expectations and goal setting for themselves. Administrators will give accurate and timely feedback to teachers regarding implementation of expectations. Timeline: Ongoing - Administrative feedback August - October: Setup of teacher data notebook with tabs and documentation labeled. November - March: Teacher data chat with student led conference documented for each student and parent. Teachers offer effective feedback and provide learning opportunities for students using common assessments.

### **PD Opportunity 1**

Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments. Teachers will offer effective feedback and provide opportunities for students to be involved in developing expectations and goal setting for themselves.

#### **Facilitator**

Lendy Willis, Bryan Long, Patty Phillips, David Sigler

#### **Participants**

Faculty and staff

#### **Schedule**

Weekly, from 8/29/2016 to 5/31/2017

**G1.B1.S3** Grade level teams will implement the use of essential standards in decision making regarding common assessments used in determining levels of student achievement. Timeline: August -May: Grade levels will develop, monitor, and implement common assessments using data to adjust instruction.

### **PD Opportunity 1**

Grade levels teams will develop and administer common assessments in math and reading to determine the efficacy of the interventions and curriculum taught.

#### **Facilitator**

Lendy Willis, Bryan Long, Sarah Hazzard, Dee Schmidt, Patty Phillips, Amanda Roberts

#### **Participants**

Faculty and staff

#### **Schedule**

Monthly, from 8/29/2016 to 5/31/2017

**G1.B1.S4** The Inclusion Model will be used to provide access to on grade level curriculum, assessment, and instruction to meet student academic goals in both reading and math.

**PD Opportunity 1**

Students will be provided support facilitation in regular classroom settings to receive support and meet their academic goals in all areas.

**Facilitator**

Patty Phillips, Heather Clark, Kristin Hand, Cher Langley

**Participants**

Faculty and staff

**Schedule**

Quarterly, from 8/29/2016 to 5/31/2017

**G1.B1.S5** All school personnel will implement the ARTS behavior expectations as supported by PBS and also implement social curriculum (ORCAS-Time)

**PD Opportunity 1**

All school personnel will implement the ARTS behavior expectations as supported by PBS.

**Facilitator**

Bryan Long

**Participants**

Faculty and staff

**Schedule**

Daily, from 8/29/2016 to 5/31/2017

**G1.B1.S6** Teachers will use research-based instructional strategies proven to increase student achievement. August - Professional development on the high yield strategies. PLCs will determine the Higher Yield Strategies to focus on and create a timeline. September - May - Teachers will implement PLC goals and strategies based on selected HYS. Administrators will monitor PLC action plans and implementation.

### **PD Opportunity 1**

Teachers will implement Higher Yield Strategies daily to positively impact instructional shifts as required by Florida State Standards

#### **Facilitator**

Lendy Willis

#### **Participants**

Faculty and staff

#### **Schedule**

Daily, from 8/29/2016 to 5/31/2017



## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Students will use data collection to keep track of their individual data and goal setting. Student-led conferences focus on the individual student's goals. Parent-teacher conferences focus on the individual student's goals.				\$6,808.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$6,808.00
			Notes: Data Notebooks, Dividers, Paper, PCL Institute Conference, Stipends			
2	G1.B1.S2.A1	Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments. Teachers will offer effective feedback and provide opportunities for students to be involved in developing expectations and goal setting for themselves.				\$3,172.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$3,172.00
			Notes: Professional Development books			
3	G1.B1.S3.A1	Grade levels teams will develop and administer common assessments in math and reading to determine the efficacy of the interventions and curriculum taught.				\$88,968.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$88,968.00
			Notes: Stipends for teachers to create calendars, substitutes to allow teachers to analyze data, AA planning for summer			
4	G1.B1.S4.A1	Students will be provided support facilitation in regular classroom settings to receive support and meet their academic goals in all areas.				\$8,235.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$8,235.00
			Notes: ASCD Conference, substitutes, and para training stipend			
5	G1.B1.S5.A1	All school personnel will implement the ARTS behavior expectations as supported by PBS.				\$39,381.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$39,381.00

**Bay - 0191 - Oakland Terrace Schl For Vis - 2016-17 SIP**  
*Oakland Terrace School For The Visual And Performing Arts*

		<i>Notes: PBS posters, Rtl at Work Institute, Custom signs and banners, printing for Parent Alerts and Positive Referrals, Paras, Intervention Specialist for behavior, Instructional supplies</i>				
<b>6</b>	<b>G1.B1.S6.A1</b>	<b>Teachers will implement Higher Yield Strategies daily to positively impact instructional shifts as required by Florida State Standards</b>				<b>\$101,236.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$101,236.00
		<i>Notes: Two additional classroom teachers at tested grade levels to further reduce class size of low-achieving students</i>				
<b>Total:</b>						<b>\$247,800.00</b>