

Bay District Schools

Oakland Terrace School For The Visual And Performing



2017-18 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)	2016-17 Title I School	2016-17 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	59%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Oakland Terrace School For The Visual And Performing Arts

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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.

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 part-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. The first 15 minutes of every day is set aside for school-wide social skills-Peace First. We also 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	16	14	13	23	11	7	0	0	0	0	0	0	0	84
One or more suspensions	5	2	2	3	3	0	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	1	2	3	0	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	3	21	22	0	0	0	0	0	0	0	46

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	3	1	1	4	7	5	0	0	0	0	0	0	0	21

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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 PFEP. 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 PFEP, 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 PFEP 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 either during or right 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, Emerald Coast Fellowship 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

1. School Leadership Team

a. Membership

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

Name	Title
Kirkman, Kimberly	Principal
Hazzard, Sarah	Instructional Coach
Long, Bryan	Assistant Principal
Downs, Jenna	Attendance/Social Work
Schmidt, Dee	Instructional Coach
Hand, Kristin	Teacher, ESE
McKenzie, Katie	School Counselor

b. Duties

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

Administrator : Kimberly Kirkman

The principal guides in the development of a common vision and mission for the school. She 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. She plans and provides for professional development for the entire faculty, as well as building the capacity for the LT. She 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: Katie McKenzie

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; 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 \$ 272,182.00 to support school wide programs. The 2017-2018 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
Terri Gainer	Parent
Tom King	Business/Community
Sonia Reeves	Teacher
Stefanie Hendley	Teacher
Patricia Phillips	Teacher
Kimberly Kirkman	Principal
Bryan Long	Principal
Kayla Robinson	Teacher
Juli Richburg	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016-2017 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 2017-18 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
Hand, Kristin	Other
Long, Bryan	Assistant Principal
Kirkman, Kimberly	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, and implementation of the preparation protocol. 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. PLC's are monitored weekly for consistency with the district pacing guide as well as for the preparation protocol.

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 offered by the district 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

Kirkman, Kimberly, kirkmkl@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. PLC's 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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 Elementary will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 behavior plan.
- G2.** All Oakland Terrace students will show academic gains of at least 1 school years projected growth in ELA and math as demonstrated by MAP for K-3rd grade students and Florida State Assessments for 4th-5th grade students in the 2017-18 school year.

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 Elementary will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 behavior plan. 1a

G095537

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	150.0

Targeted Barriers to Achieving the Goal 3

- Students lacking social/emotional skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Peace First
- Orca Pledge
- Discipline Flow Chart
- Professional Development for teachers

Plan to Monitor Progress Toward G1. 8

Student office discipline referrals will be monitored and tracked monthly.

Person Responsible

Bryan Long

Schedule

Monthly, from 8/17/2017 to 5/28/2018

Evidence of Completion

Monthly handouts at Leadership Team Meetings will convey monthly school behavior data.

Plan to Monitor Progress Toward G1. 8

Visits to the Promise room will be tracked monthly

Person Responsible

Bryan Long

Schedule

Monthly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Student names, teacher names and incidents will be tracked. Student time in the Promise room will also be tracked.

G2. All Oakland Terrace students will show academic gains of at least 1 school years projected growth in ELA and math as demonstrated by MAP for K-3rd grade students and Florida State Assessments for 4th-5th grade students in the 2017-18 school year. 1a

G095538

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	45.0
Math Gains	65.0
ELA/Reading Gains	65.0
Math Lowest 25% Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	45.0

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)
- Class Dojo
- Connect to Comprehension

Plan to Monitor Progress Toward G2. 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

Kimberly Kirkman

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Data Collected and Analyzed by the school leadership team, Common Assessments and PLC, Academic classroom walkthroughs and data collection, 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 Elementary will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 behavior plan. 1

G095537

G1.B1 Students lacking social/emotional skills 2

B257237

G1.B1.S1 Implement Peace First with fidelity including the morning meeting and afternoon wrap-up. 4

S272162

Strategy Rationale

Students in poverty often have social and emotional challenges. Through the explicit teaching of a social skills curriculum (Peace First), student skills will improve as well as student achievement and school climate.

Action Step 1 5

Admin will allocate 15 minutes daily in the master schedule for the teaching of social emotional curriculum (Peace First).

Person Responsible

Kimberly Kirkman

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Master schedule, teacher lesson plans

Action Step 2 5

Teachers will include lessons to be taught on weekly lesson plans

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, feedback provided to teachers

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

Classroom walk-throughs will be performed by administration to ensure fidelity of the program.

Person Responsible

Kimberly Kirkman

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Classroom walk-through form data will be monitored as well as teacher lesson plans.

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

Office discipline referral data will be monitored by administration to determine overall goal effectiveness.

Person Responsible

Bryan Long

Schedule

Monthly, from 8/17/2017 to 5/28/2018

Evidence of Completion

Office referral data, Leadership Team handouts and minutes

G2. All Oakland Terrace students will show academic gains of at least 1 school years projected growth in ELA and math as demonstrated by MAP for K-3rd grade students and Florida State Assessments for 4th-5th grade students in the 2017-18 school year. 1

G095538

G2.B1 Lack of evidence showing a consistent, guaranteed, viable curriculum, student social emotional skills, and lack of student attendance and parent participation. 2

B257240

G2.B1.S1 Grade level teams will implement standards based instruction and align assessments and tasks with the rigor of the standard. 4

S272165

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 implement the preparation protocol in ELA and math.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 8/16/2017 to 5/31/2018

Evidence of Completion

Preparation protocol will be presented to teachers during school pre-service. Teachers will begin implementing with Eureka math modules as well as close reads in ELA. Preparation protocol will be evident in PLC planning and classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will monitor grade level use of the preparation protocol during weekly PLCs and classroom walk-throughs.

Person Responsible

Kimberly Kirkman

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Preparation protocol documentation will be provided to admin through PLCs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

PLCs will be monitored

Person Responsible

Kimberly Kirkman


Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Preparation protocol notes, PLC notes, Classroom walk-through documentation

G2.B1.S4 Teachers will use research-based instructional strategies proven to increase student achievement and focus on 3 key areas of a lesson: clear purpose/lesson objective, checks for understanding and adjustments to instruction. 4

 S272168

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

Kimberly Kirkman

Schedule

Daily, from 9/5/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Classroom walk-throughs, checklists

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 9/5/2017 to 5/31/2018

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 G2.B1.S4 7

Review of walk-through data collected

Person Responsible

Kimberly Kirkman

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walk-through data 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
2018					
G1.MA1 M390874	Student office discipline referrals will be monitored and tracked monthly.	Long, Bryan	8/17/2017	Monthly handouts at Leadership Team Meetings will convey monthly school behavior data.	5/28/2018 monthly
G1.B1.S1.MA1 M390872	Office discipline referral data will be monitored by administration to determine overall goal...	Long, Bryan	8/17/2017	Office referral data, Leadership Team handouts and minutes	5/28/2018 monthly
G1.B1.S1.MA1 M390873	Classroom walk-throughs will be performed by administration to ensure fidelity of the program.	Kirkman, Kimberly	8/28/2017	Classroom walk-through form data will be monitored as well as teacher lesson plans.	5/28/2018 biweekly
G2.MA1 M390884	Monitoring the progress of implementation of teaching and learning practices that meet or exceed...	Kirkman, Kimberly	9/5/2017	Data Collected and Analyzed by the school leadership team, Common Assessments and PLC, Academic classroom walkthroughs and data collection, School-wide data spreadsheet (to include SRA, MAP), Rtl-B Data Collection, End of year assessment results.	5/31/2018 weekly
G2.B1.S1.MA1 M390876	PLCs will be monitored	Kirkman, Kimberly	9/5/2017	Preparation protocol notes, PLC notes, Classroom walk-through documentation	5/31/2018 weekly
G2.B1.S1.MA1 M390877	Administration will monitor grade level use of the preparation protocol during weekly PLCs and...	Kirkman, Kimberly	9/5/2017	Preparation protocol documentation will be provided to admin through PLCs.	5/31/2018 weekly
G2.B1.S1.A1 A365035	Grade levels teams will implement the preparation protocol in ELA and math.	Kirkman, Kimberly	8/16/2017	Preparation protocol will be presented to teachers during school pre-service. Teachers will begin implementing with Eureka math modules as well as close reads in ELA. Preparation protocol will be evident in PLC planning and classroom walk-throughs.	5/31/2018 weekly
G2.B1.S4.MA1 M390882	Review of walk-through data collected	Kirkman, Kimberly	8/14/2017	Walk-through data will be compiled and reviewed to determine implementation of high yield strategies used in classrooms.	5/31/2018 monthly
G2.B1.S4.MA1 M390883	Classroom walk-throughs, checklists	Kirkman, Kimberly	9/5/2017	Checklists will be used during classroom walk-throughs to ensure high yield strategies are implemented in classrooms.	5/31/2018 monthly
G2.B1.S4.A1 A365038	Teachers will implement Higher Yield Strategies daily to positively impact instructional shifts as...	Kirkman, Kimberly	9/5/2017	Classroom walk-through data, lesson plans, TNTP (The New Teacher Project) feedback	5/31/2018 daily
G1.MA2 M390875	Visits to the Promise room will be tracked monthly	Long, Bryan	9/29/2017	Student names, teacher names and incidents will be tracked. Student time in the Promise room will also be tracked.	6/1/2018 monthly
G1.B1.S1.A1 A365033	Admin will allocate 15 minutes daily in the master schedule for the teaching of social emotional...	Kirkman, Kimberly	8/17/2017	Master schedule, teacher lesson plans	6/1/2018 daily
G1.B1.S1.A2 A365034	Teachers will include lessons to be taught on weekly lesson plans	Kirkman, Kimberly	8/17/2017	Teacher lesson plans, feedback provided to teachers	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Oakland Terrace Elementary will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 behavior plan.

G1.B1 Students lacking social/emotional skills

G1.B1.S1 Implement Peace First with fidelity including the morning meeting and afternoon wrap-up.

PD Opportunity 1

Teachers will include lessons to be taught on weekly lesson plans

Facilitator

Admin of Oakland Terrace

Participants

Teachers/students

Schedule

Weekly, from 8/17/2017 to 6/1/2018

G2. All Oakland Terrace students will show academic gains of at least 1 school years projected growth in ELA and math as demonstrated by MAP for K-3rd grade students and Florida State Assessments for 4th-5th grade students in the 2017-18 school year.

G2.B1 Lack of evidence showing a consistent, guaranteed, viable curriculum, student social emotional skills, and lack of student attendance and parent participation.

G2.B1.S1 Grade level teams will implement standards based instruction and align assessments and tasks with the rigor of the standard.

PD Opportunity 1

Grade levels teams will implement the preparation protocol in ELA and math.

Facilitator

Kimberly Kirkman, Bryan Long, Sarah Hazzard, Dee Schmidt,Linda Pitts

Participants

Faculty and staff

Schedule

Weekly, from 8/16/2017 to 5/31/2018

G2.B1.S4 Teachers will use research-based instructional strategies proven to increase student achievement and focus on 3 key areas of a lesson: clear purpose/lesson objective, checks for understanding and adjustments to instruction.

PD Opportunity 1

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

Facilitator

Kimberly Kirkman, Bryan Long, Dee Schmidt, Sarah Hazzard

Participants

Faculty and staff

Schedule

Daily, from 9/5/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. Oakland Terrace Elementary will reduce disruptive behavior and build a positive school climate through continued implementation of the school-wide Tier 1 behavior plan.

G1.B1 Students lacking social/emotional skills

G1.B1.S1 Implement Peace First with fidelity including the morning meeting and afternoon wrap-up.

TA Opportunity 1

Admin will allocate 15 minutes daily in the master schedule for the teaching of social emotional curriculum (Peace First).

Facilitator

Admin of Oakland Terrace

Participants

Students/teachers

Schedule

Daily, from 8/17/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Admin will allocate 15 minutes daily in the master schedule for the teaching of social emotional curriculum (Peace First).				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$0.00
			Notes: PBIS Materials			
2	G1.B1.S1.A2	Teachers will include lessons to be taught on weekly lesson plans				\$39,299.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$27,120.00
			Notes: Part-time Social Worker			
	6150	160-Other Support Personnel	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$12,179.00
			Notes: Parent Liaison			
3	G2.B1.S1.A1	Grade levels teams will implement the preparation protocol in ELA and math.				\$11,757.00

Bay - 0191 - Oakland Terrace Schl For Vis - 2017-18 SIP
Oakland Terrace School For The Visual And Performing Arts

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$11,757.00
			<i>Notes: Stipends for teachers to create calendars, substitutes to allow teachers to analyze data, AA planning for summer</i>			
4	G2.B1.S4.A1	Teachers will implement Higher Yield Strategies daily to positively impact instructional shifts as required by Florida State Standards				\$213,898.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - Oakland Terrace Schl For Vis	Title I, Part A		\$99,370.00
			<i>Notes: Two additional classroom teachers at tested grade levels to further reduce class size of low-achieving students</i>			
	6400	130-Other Certified Instructional Personnel	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$29,157.00
			<i>Notes: Part-time Math Coach</i>			
	6400	330-Travel	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$7,000.00
			<i>Notes: Attend Model Schools Conference</i>			
	5100	150-Aides	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$50,737.00
			<i>Notes: 4 classroom paraprofessionals</i>			
	5100	510-Supplies	0191 - Oakland Terrace Schl For Vis	Title, I Part A		\$27,634.00
			<i>Notes: Instructional materials and supplies including 40 student laptops</i>			
					Total:	\$264,954.00