Oakland Terrace School For The Visual And Performing Arts

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	F*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Oakland Terrace Elementary School for the Arts is Changing the Game. Day by day. EVERY DAY!

Day by day we will improve our students abilities to read, write and comprehend.
Every day we will provide them with quality instruction on grade level and interventions at their individual level to ensure improvement. We will succeed by having fun and working together, The Orca way!

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 STEAM (science & technology). Our high expectations for academic success are enhanced by the knowledge, appreciation and integration of the Arts.

Provide the school's vision statement.

Oakland Terrace Elementary 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.

School Leadership Team

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

Name	Title
Long, Bryan	Principal
Downs, Jenna	Attendance/Social Work
Schmidt, Dee	Instructional Coach
Hand, Kristin	Teacher, ESE
Thompson, Michelle	Assistant Principal
	School Counselor

Duties

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

Administrator: Bryan Long
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 Leadership Team members to serve as mentors for new/struggling teachers. He plans and provides professional development, aligned to the needs of the faculty, staff and students, for the entire faculty, as well as building the capacity for the Leadership Team. He

attends meetings, PLC meetings, and MTSS data chats to ensure the focus remains on student achievement and learning.

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

Guidance Counselor: Mary-Margaret Frith
She 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. She 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. She participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education and ESE teachers. She also 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 PBIS team, and provides support to teachers and students.

Literacy Coach: Dee Schmidt
She 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.

ESE Teacher: Kristin Hand
She 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 and ESE.

Early Warning Systems

Year 2017-18

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	22	15	14	12	17	9	0	0	0	0	0	0	0	89
One or more suspensions	5	1	1	3	6	5	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	5	12	11	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	20	30	20	0	0	0	0	0	0	0	70

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	4	0	3	14	19	6	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	8	0	5	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	2	1	2	11	0	0	0	0	0	0	0	0	0	16

Date this data was collected

Friday 6/1/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

English Language Arts Proficiency, English Language Arts Learning Gains, and English Language Arts Learning Gains of the Lowest Quartile. ELA Proficiency, ELA Learning Gains and ELA Learning Gains of the Lowest Quartile decreased from the 2016-2017 school year and are lower than the 2015-2016 school year.

Which data component showed the greatest decline from prior year?

English Language Arts Learning Gains showed the greatest decline from the prior year, a 17% decline, from 51% to 35%.

Which data component had the biggest gap when compared to the state average?

English Language Arts Achievement (Proficiency) had the biggest gap when compared to the state average, 32% achievement, compared to the state average of above 50% achievement.

Which data component showed the most improvement? Is this a trend?

Math Learning Gains, Math Learning Gains of the Lowest Quartile showed increases from the previous school year and Science Achievement remained steady. Math Learning Gains are trending up when looking at the three year history and Math proficiency has also increased.

Describe the actions or changes that led to the improvement in this area.

The improvement in Mathematics Learning gains and lowest quartile learning gains can be contributed to the implementation of Eureka! Math and the fidelity in which the faculty and staff implemented the new curriculum.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	50%	56%	32%	48%	52%
ELA Learning Gains	34%	49%	55%	36%	47%	52%
ELA Lowest 25th Percentile	32%	45%	48%	33%	43%	46%
Math Achievement	40%	57%	62%	34%	53%	58%
Math Learning Gains	54%	57%	59%	42%	53%	58%
Math Lowest 25th Percentile	43%	46%	47%	48%	43%	46%
Science Achievement	33%	50%	55%	20%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22 (16)	15 (14)	14 (13)	12 (23)	17 (11)	9 (7)	89 (84)
One or more suspensions	5 (5)	1 (2)	1 (2)	3 (3)	6 (3)	5 (0)	21 (15)
Course failure in ELA or Math	0 (0)	0 (1)	0 (2)	5 (3)	12 (0)	11 (2)	28 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (3)	30 (21)	20 (22)	70 (46)

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	57%	-18%	57%	-18%
	2017	47%	59%	-12%	58%	-11%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	32%	51%	-19%	56%	-24%
	2017	38%	52%	-14%	56%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		-15%				
05	2018	28%	50%	-22%	55%	-27%
	2017	29%	49%	-20%	53%	-24%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	63%	-13%	62%	-12%
	2017	52%	56%	-4%	62%	-10%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	38%	59%	-21%	62%	-24%
	2017	37%	62%	-25%	64%	-27%
Same Grade Comparison		1%				
Cohort Comparison		-14%				
05	2018	36%	57%	-21%	61%	-25%
	2017	42%	52%	-10%	57%	-15%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	54%	-20%	55%	-21%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	21	21	20	45	38	9				
ELL	13	27		33	30						
BLK	17	19	21	26	54	50	19				
HSP	11	27		26	29						
WHT	46	45		53	63		43				
FRL	31	34	33	40	53	45	30				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	43	42	29	41	36	8				
ELL	19	43		14	46						
BLK	26	55		31	45						
HSP	29	50	40	37	60						
MUL	25			33							
WHT	55	43		59	46		42				
FRL	38	45	33	44	48	32	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English Language Arts Instruction
Rationale	English Language Arts (Achievement, Learning Gains, and Learning Gains of the Lowest Quartile) have been an opportunity for growth for the past three school years. By focusing on quality on grade level small group instruction using rigorous text and aligned tasks, students will be more prepared for state and district assessments. Faculty and staff will utilize the provided curriculum, as well as the resources provided through the District Literacy Cafe and as outlined in the districts pacing guides.
Intended Outcome	English Language Arts Proficiency will increase to at least 40% ELA Learning Gains will increase to at least 45%
Point Person	Bryan Long (longbh@bay.k12.fl.us)

Action Step	
Description	Professional Learning Communities (PLC) will be utilized to drive instruction. PLC's will meet multiple times per week, and by subject, to analyze student data, assessments and prepare and plan for rigorous instruction with high expectations for all students. Professional development will be aligned to the needs of the school (based on school data), the faculty/staff (based on needs survey) and the students (based on student data). PD will focus on quality ELA instruction with rigorous text, passages, and Close reads. High yield instructional strategies will be the intended outcome of all PD. Professional Development will take place on campus during monthly faculty meetings Technology (Laptops and Desktop computers) will be utilized to ensure small group instruction takes place and that each student has an online curriculum (Achieve3000, SmartyAnts, Zearn) that is tailored to their needs yet still meets on grade level expectations. Teachers, Interventionists and Instructional Paraprofessionals will be used to ensure quality small group instruction takes place on grade level. The focus will be on small group instruction with rigorous text and aligned tasks and having multiple professionals in the classroom will allow for small groups of students who are engaged and actively participating in their learning. The ELA Instructional Coach will work directly with PLC's to prepare and plan for meaningful and rigorous lessons. She will also utilize coaching cycles with new and veteran teachers as all teachers will have coaching pushed in as needed or desired. She will also be used to model and co-teach lessons based on needs.
Person Responsible	Dee Schmidt (schmida@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	On grade level instruction will continuously be monitored by the administration using Classroom Walkthrough (CWT) forms. The form will be presented to the teacher, immediately after the completion of the CWT, with a question and answer section, which will open dialogue between the teacher and administration. Administration will be completing CWT's in third, fourth, and fifth grades weekly to monitor for quality instruction in ELA. Kindergarten, First and Second grade CWT's will occur bi-weekly or every other week to monitor for quality instruction in ELA.

Data analysis (district quarterly assessments, MAP assessment, and teacher formative and summative assessments) will be completed on a continuous basis to ensure students are meeting grade level expectations.

Person Responsible Bryan Long (longbh@bay.k12.fl.us)

Activity #2	
Title	English Language Arts Interventions
Rationale	By focusing on English Language Arts and quality on-level instruction, ELA achievement/ proficiency will increase. By providing quality interventions with fidelity, ELA learning gains and learning gains of the lowest quartile will also increase. These interventions will be on each students individual level.
Intended Outcome	ELA Learning gains will increase to at least 45% ELA Learning gains of the Lowest Quartile will increase to at least 45%
Point Person	Bryan Long (longbh@bay.k12.fl.us)

Action Step	
Description	ELA interventions (SRA, Tyner, Connect to Comprehension) will be provided with fidelity on each students individual level. Data will be continuously monitored to ensure each student is getting what they need and when they need it. Interventionists and Instructional Paraprofessionals will be used to ensure quality small group interventions takes place on level. The focus will be on small group interventions and having multiple professionals in the classroom will allow for small groups of students who are engaged and actively participating in their interventions in order to more quickly accelerate their learning toward on-grade-level. Technology (laptops and desktops) programs, Achieve3000 in grades third, fourth, and fifth and SmartyAnts in grades kindergarten, first and second will be utilized to supplement intervention instruction.
Person Responsible	Kristin Hand (handkk@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Data will be continuously monitored through monthly data chats and weekly PLC meetings. Weekly Classroom walkthroughs (CWT) will be utilized in Third, Fourth and Fifth grades to ensure quality interventions are taking place. In Kindergarten, First, and Second grades, CWT's will be completed bi-weekly or twice per month to ensure quality interventions are taking place. Achieve3000 and SmartyAnts data will be monitored weekly.
Person Responsible	Bryan Long (longbh@bay.k12.fl.us)

Activity #3	
Title	Culture & Climate
Rationale	No significant learning takes place without a significant relationship. Relationships between the faculty and staff of Oakland Terrace and its students will drive instruction, climate and the culture of the school. We will focus on building quality relationships with students, their families and the community in order to make Oakland Terrace Elementary a welcoming and safe environment for all learners and their families. We will purposefully teach social and emotional skills through our social/emotional curriculum (Peace First) and hold our students to high expectations with our Orca pledge and commitments.
Intended Outcome	The number of Office Discipline Referrals will be reduced to 125 or fewer. Relationships built and the reduction of ODRs will have a direct and positive effect on the amount of quality instruction that will take place. Students will have access to Social/Emotional skills and be armed with multiple strategies for dealing with potential issues.
Point Person	Bryan Long (longbh@bay.k12.fl.us)
Action Step	
Description	Proactively build relationships with ALL students. Be proactive to student needs/issues, rather than reactive. Utilize the PROMISE Room in lieu of suspension so that students are still receiving instruction and interventions. Provide Professional Development during pre-service and ongoing as needed on the Peace First (Social/Emotional) Curriculum. Monitoring Office Discipline Referrals and tracking the data for trends on a continuous basis.
Person Responsible	Jenna Downs (carpej@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monitor relationship building and implementation of Peace First curriculum with monthly Classroom Walkthroughs (CWT) by administration and provide immediate feedback to teachers. Monitor the effectiveness of the PROMISE Room with bi-weekly Classroom Walkthroughs (CWT) by administration and social worker and provide immediate feedback. Continuously monitoring ODR data for trends and discussion at monthly behavioral data chats.
Person Responsible	Bryan Long (longbh@bay.k12.fl.us)

Part IV: Title I Requirements

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

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

OTE has a strong belief in the importance of parental involvement. The school offers meetings at a variety of times to accommodate parents. Parent survey data indicated this was a need and 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. Notifications will be sent to parents using the IRIS phone system when appropriate. Childcare will be provided for those in need during workshops and parent meetings. Home visits will be made as needed by Administration, Teachers, et al to further reach out to parents in an effort to open lines of communication between the school and families.

The faculty and staff of Oakland Terrace are committed to building positive relationships with parents, families and the community in order to make a positive learning environment for all students. We will hold events throughout the school year that are engaging and relevant to our families and community in order to draw their interest and keep them engaged with our school.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school provides support services to meet the physical, social and emotional needs of our student population. The first 20 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.

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.

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 Elementary 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 $ 272,104.10 to support school wide programs. The 2018-2019 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.

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

Part V: Budget

Total:	$438,602.75