Southern Oak Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Southern Oak Elementary School

9101 WALSINGHAM RD, Largo, FL 33773

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

Demographics

Principal: Susan Taylor J

Start Date for this Principal: 6/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: A (62%) 2016-17: C (50%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

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.

Table of Contents

Southern Oak Elementary School

9101 WALSINGHAM RD, Largo, FL 33773

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	A	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Taylor, Susan	Principal	Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan Develops and maintains a positive school/community climate and a safe, secure, and healthy environment Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Extended Learning Program (ELP), Clubs (enrichment), STEM program Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel Actively monitors and implements best practices and professional development for improved Student Achievement Manages finances including the budget and record keeping processes, and inventory control of all school resources Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements Mathematics Teacher Leadership Institute (MTLI) Administrator
Ohmer, Angela	Assistant Principal	Develops and maintains a positive school/community climate and a safe, secure, and healthy environment Healthy School Leader Safety Team Leader Curriculum Specialist Data Analysis- student achievement, lowest 35%, attendance, discipline, 3rd grade retention, etc. Discipline/ Behavior/ Interventions Testing Coordinator Academic Leader in professional development with staff Schedule and provide feedback in Professional Learning Community (PLC) Positive Behavior Intervention School (PBIS) School Leader Multi-Disciplinary/Safe Team Administrator/ Investigator Maintaining, ordering, and inventorying textbooks, curriculum materials, and equipment Planning for and supervising all school activities Actively working with the student services team regarding (ESE/ IEP, Attendance, Discipline, Counseling) needs Mathematics Teacher Leadership Institute (MTLI) Administrator
Jessie, Brandie	Administrative Support	1/2 time MTSS Coach Restorative Practice Trainer PBIS Coach Data Analysis Tier 3 Coordinator Acting Administrator Title 1 Audit Box Title 1 Budget Template: orders Collect Title 1 Parent Compacts

Name	Title	Job Duties and Responsibilities
		Distribution and collection of Title 1 Parent Surveys Maintain Title 1 inventory Parent Family Engagement Plan Update and maintain the Title 1 notebook in front office Creates family surveys after each parent involvement event Collaboratively writes Parent Involvement Plan Member of our SBLT Maintains MTSS Coaching Logs
Taylor, Alma	Attendance/ Social Work	Full time social worker Focus on social/ emotional needs of students and family supports Small group/ 1:1 counseling sessions Attendance data analysis and supports 5000 Role Model Liaison Bully Prevention/ Multi-Disciplinary/Safe Team member/ Investigator SBLT Member FBA Facilitator/ PBIP support
	School Counselor	School Counselor Focus on social/ emotional needs of students and family supports Small group/ 1:1 counseling sessions Class guidance lessons Attendance data analysis and supports Bully Prevention/ Multi-Disciplinary/Safe Team member/ Investigator SBLT Member/ Develops SBLT Agenda FBA facilitator/ PBIP support 504 Coordinator Schedule PSW and Tier 3 meetings

Demographic Information

Principal start date
Tuesday 6/30/2020, Susan Taylor J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: A (62%) 2016-17: C (50%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	88	84	88	68	79	0	0	0	0	0	0	0	465
Attendance below 90 percent	0	28	18	17	22	11	0	0	0	0	0	0	0	96
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	2	7	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	4	2	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	28	33	25	0	0	0	0	0	0	0	86
Level 1 on 2019 statewide Math assessment	0	0	0	28	33	25	0	0	0	0	0	0	0	86

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/29/2020

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	54%	57%	48%	53%	55%
ELA Learning Gains	58%	59%	58%	54%	53%	57%
ELA Lowest 25th Percentile	56%	54%	53%	39%	47%	52%
Math Achievement	55%	61%	63%	61%	62%	61%
Math Learning Gains	57%	61%	62%	66%	61%	61%
Math Lowest 25th Percentile	47%	48%	51%	38%	48%	51%
Science Achievement	45%	53%	53%	41%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA

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

MATH

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

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	54%	-9%	53%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	74%	57%	17%	55%	19%
Same Grade Comparison	-29%					
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	12	36		19	57						
ELL	39	66	67	32	47	58	27				
BLK	68	58		68	73		50				
HSP	48	69	81	43	49	54	43				
MUL	20			40							
WHT	56	54	48	57	56	48	45				
FRL	49	56	54	51	52	43	40				
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	15	28	30	38	44		40				
ELL	32	50	45	57	69		69				
ASN	70			80							
BLK	52	71		55	59						
HSP	53	57	55	67	73		71				
MUL	40			60							
WHT	57	56	48	69	65	52	82				
FRL	49	58	55	57	66	55	68				
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	23	26	26	32	42	26	11				
ELL	36	45		51	76	58	23				
BLK	32	54	42	39	46	31	20				
HSP	48	50		57	67		26				
MUL	50			58							
WHT	50	55	39	65	69	30	49				
FRL	39	43	32	53	59	39	32				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56

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

Analysis

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

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

Southern Oak's overall science proficiency showed the lowest performance based on the results of the 2019 NGSSS assessment. We grew 32 points in 2018 then dropped 29 points in 2019. The 2019 5th grade cohort was one of our academically weaker cohorts that we had been tracking for several years. Emotional and mental health concerns as well as absenteeism (18 students missed 10+ days) was a contributing factor to the 2019's lower performance in science.
During the 2019-20 school year, the district Science diagnostic assessment was taken by both 4th and 5th graders in an attempts to close the science standards gaps earlier, verses simply waiting until 5th grade.

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

Science showed the greatest decline from the prior year, dropping 29% points. Our science score in 2019 (74% Level 3+) was a tremendous increase from previous years. We increased 32 points from 2017 (42% level 3+). There was a concern in the beginning of the 2018-19 school year that the science materials (SLAGS, etc.) were arriving at the school during the week of expected implementation. Teachers expressed concerns about this and how this negatively impacted essential planning and crucial prep time. Feedback was given to the district and this did improve. The 60 Power Vocabulary Words were not utilized as effectively as they had been in 2018 at Southern Oak, especially with specialists who would infuse them into their content during the prior year with fidelity. In addition, 4th and 5th grade chorus was also pulled from science instruction once a week. Another factor that contributed to the decline was the lack of STEM programs made available to students after school. We had only one STEM class for primary students in 2018 vs three in the previous year because there was not teacher interest. During the 2019-20 school year, we went back to having three STEM programs.

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

Based on the 2019 data, there was a two way tie with math and science both having the greatest gap with -8 compared to state math and science data. This 2019 cohort has trend data that is significantly lower than last years. Last year both our gifted teacher K-5 and our ESE teacher who serviced Gr. 3-5 received promotions. Two involuntary transfers were assigned to our school. One of our former 4th grade teachers passed away of re-occurring cancer early 2nd semester. An additional 5th grade unit was added to our school vs. the previous school year. Grade 5 had the highest absentee rate (10+ days) with 18 students. We had an after school science ELP program where hand selected 5th graders attended. The previous year we were focused with strategic invitations and started the initiative earlier. In addition, specialists supported the infusion of the 60 Power Vocabulary words.

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

In 2019, 3rd grade ELA data showed the most growth, increasing 12% from 2018. We restructured our 3rd grade team and had two teachers loop with their students. For the 20-21 school year, we have gained an additional 3rd grade unit (5 total).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on 2019 data, attendance was an area of concern as indicated in School Profiles. We used funds to support a full time Social Worker, vs half time that was provided by the district in previous years. In 18-19, we had several seriously truant cases that really negatively contributed to our academic decline, with the most being in 5th grade (18 students below 90% attendance). All students identified with 2 or more EWS in grades 3-5 are paired with a staff buddy/mentor as a support person. Another area of concern is the number of students scoring a level 1 on statewide assessments (4th- 15; 5th- 23).
For the 20-21 school year, we are bringing back a full time guidance counselor in addition to keeping out full time social worker. This will assist with the attendance and mental health/ counseling concerns that in turn impact student achievement.

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

1. Improve attendance resulting in increased academic achievement in math, science, and ELA.
2. Implement rigorous content instruction with differentiation and "just in time" professional development in math, science and ELA as evidenced by daily walk-throughs.
3. Implement standards-based lesson planning and discussion in weekly grade level PLC's with fidelity

4. Revise our school-wide discipline plan to incorporate BPIS and Restorative Practices
5. Restructure and calendar PLC's so administrators, MTSS, and Specialists attend PLC's on a regular basis

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Southern Oak Elementary's overall ELA performance increased 12 points from 2018 (46%) to 2019 (58%) in 3rd grade, but declined in 4th and 5th grade in 2019. In 2019, 55% of our students demonstrated proficiency, scoring a level 3 and higher on the FSA. In 2018, our proficiency level was also 55%. In 2019, the state ELA score was 57% proficient and the District was 55% proficient. Our 2019 Winter MAP projections indicated 56% proficiency.
Measurable Outcome:	The percent of all students achieving ELA proficiency will increase from 55% to at least 65% as measured by 2021 FSA.
Person responsible for monitoring outcome:	Susan Taylor (taylorsu@pcsb.org)
Evidence-based Strategy:	Southern Oak will implement a comprehensive and actionable Professional Learning Plan that will ensure teachers engage students in cognitively complex and rigorous reading and writing tasks. Teachers will utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	Our current level of performance is 55% as evidenced in 2019 ELA FSA. The problem gap is occurring due to lack of standards-based planning and instruction. If standards-based planning and instruction would occur, student proficiency would be increased by at least 10% as evidenced by daily walkthroughs.

Action Steps to Implement

Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the shifts (Regular practice with complex texts and academic language; Reading, writing, and speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

Empower ELA champions/ cohort teachers to develop as literacy leaders (i.e. co-facilitate PD sessions alongside administration, model/ open classrooms for observation and feedback, coach colleagues in literacy practices).

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

Deliver instruction in both reading and writing designed according to research-based principles. For example, the teaching follows the "gradual release of responsibility" model of teaching. Within this model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students- not some, not most, but all- to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, & listening).

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extension/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

Administrative team and ELA cohort/ ELA Champion teachers will facilitate and ensure time within PLCs to collaboratively plan the ELA core as well as small group instruction for students with special needs (ESE, ELL, Tier 2, Tier 3, etc.)

Person Responsible   Angela Ohmer (ohmera@pcsb.org)

5th grade ELA teachers will assist in incorporating 4th grade Life Science standards into their ELA routines to assist with the digital learning gaps that the global pandemic in the spring of 2020 caused.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Southern Oak Elementary's overall math performance declined 16 points from 2018 (66%) to 2019 (55%). The state and district level of math proficiency in 2019 were both 62%. We are actively participating in the Mathematics Teacher Leadership Institute (MTLI) and in our 3rd year of implementation. We have grown several math leaders on our staff that have been welcomed into other teacher's classrooms on campus. In addition to our MTLI cohort II leaders, we are adding a second cohort of MTLI IV leaders. Based on our Winter MAP data, our proficiency was predicted to be 63% on the 2020 FSA.
Measurable Outcome:	The percent of all students achieving math proficiency will increase from 55% to at least 65% as measured by 2021 FSA.
Person responsible for monitoring outcome:	Susan Taylor (taylorsu@pcsb.org)
Evidence-based Strategy:	Southern Oak will implement a comprehensive and actionable Professional Learning PLan that will ensure teachers engage students in cognitively complex and rigorous mathematical tasks. Teachers will utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	Our current level of performance is 55% of level 3 and above as evidenced by the 2019 Math FSA results. The problem/ gap is occurring due to lack of standards-based planning and instruction.

Action Steps to Implement

Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Empower mathematics teacher leaders to create and sustain a culture of feedback and openness through virtual components as well as face to face, including ongoing teacher to teacher feedback, learning walks, etc. (i.e. Coached Observation protocol).

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use student work to guide analysis of student learning in grade level PLCs.

i.e. Pre-requisite standards; unit planning next steps, etc.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Ensure feedback, calendared professional development, and PLCs align with the Key Shifts in Mathematics (Focus, Coherence, Rigor) and promote strong alignment between standard, target, and task.

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

Use Ready Classroom Math Look-For's during walkthroughs. Provide teachers actionable feedback on strengths observed and growth opportunities.

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Southern Oak Elementary's overall science performance declined 30 points from 2018 (75%) to 2019 (45%). The state average is 53% and the district average is 54%. Based on the beginning of the year and mid-year science diagnostic assessment of 5th graders, we developed a review plan to reteach those standards scoring below 60%.
Measurable Outcome:	The percent of all students achieving science proficiency will increase from 45% to at least 55% as measured by 2021 NGSSS.
Person responsible for monitoring outcome:	Susan Taylor (taylorsu@pcsb.org)
Evidence-based Strategy:	Southern Oak will implement a comprehensive and actionable Professional Learning Plan that will ensure teachers engage students in cognitively complex and rigorous scientific tasks daily. Teachers will utilize data to organize students to interact with science content in manners which differentiates/ scaffold instuction to meet the needs of each student.
Rationale for Evidence-based Strategy:	Our current level of performance is 45% as evidenced in NGSSS. The problem gap is occurring due to lack of continued exposure to science standards on a daily basis. If spiral science reviews would occur throughout the grade levels consistently, student's science proficiency would increase by at least 10%.

Action Steps to Implement	

Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st- 5th grade standards.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Facilitate science professional development through monthly curriculum meetings and weekly PLCs.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Support the 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Put a school-wide plan in place for teaching the current 5th graders the Life Science standards they may have missed during 4th grade Virtual Learning. These are very deep and complex standards that will be revisited throughout the school year. Life Science standards will also be incorporated into ELA.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

#4. Other specifically relating to Bridging the Gap (Black Student Achievement)	
Area of Focus Description and Rationale:	The percentage of Black students achieving proficiency (level 3 and above) in ELA, as measured by 2019 ELA FSA, is 68%. We currently do not have a gap in this area, but it is something we always monitor. If more culturally relevant instruction would occur, the proficiency of our Black students would increase even higher.
Measurable Outcome:	The percent of Black students achieving at a level 3 or above in ELA will increase from 68% to 78% as measured by FSA.
Person responsible for monitoring outcome:	Angela Ohmer (ohmera@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
Rationale for Evidence-based Strategy:	The problem gap is occurring because there is a need to increase culturally relevant instruction. If more culturally relevant instruction occurred the proficiency of our Black students would increase. Daily walkthroughs with actionable feedback will be provided to teachers to support them in improving conditions for learning for every Black student. It is also the expectation that 100% of our teachers complete professional development in Culturally Responsive Teaching techniques.

Action Steps to Implement

Ensure that Black students are participating in extended learning opportunities (i.e. STEM, PROMISE, Clubs, Enrichment, Rising Kindergarten Program, etc.) before and after school through recruitment by teachers, staff, and administrators. Targeted research based resources will be utilized, and evidenced by phone logs, parent conference forms, parent training attendance logs, and Open House/ Family Involvement sign-in sheets.

Person Responsible	Brandie Jessie (jessieb@pcsb.org)

Identify and monitor the number of Black students participating in enrichment opportunities such as STEM Academies, Enrichment Clubs, academic competitions, arts opportunities (chorus, etc.) at weekly SBLT meetings/ minutes, ELP logs, etc.

Person Responsible	Brandie Jessie (jessieb@pcsb.org)

Infuse equity and culturally relevant instructional strategies in standards-based planning and instruction as evidenced by daily iObservation actionable feedback provided to teachers.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Equity, Cultural Relevancy, and Restorative Practices Professional Development will be calendared for the '20-'21 school year evidenced by sign-in sheets. Teachers will be given daily actionable feedback of classroom implementation utilizing the iObservation tool.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

The 5000 Role Models of Excellence Project is a dropout prevention, mentoring program committed to closing the minority male achievement (access) gap by guiding minority male students along a carefully charted path through grades K-12 and college or ensuring the attainment of other post-secondary

credentials, and increasing their employability in higher wage, high skills jobs within high demand industries. We had 10 boys in grades 4 & 5 participate during the '19- '20 school year.

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

#5. Other specifically relating to School Climate/ Conditions for Learning	
Area of Focus Description and Rationale:	The percent of all students receiving discipline referrals will decrease from 7% to 4% or less, as measured by discipline referral data in school profiles. School Profile data indicates that 41 of our 579 students represented the 92 discipline referrals for the '19-'20 school year, this included bus referrals in addition to on-campus incidents. The problem gap is occurring because there is a lack of restorative practice implementation and culturally relevant instruction both on the school bus and in the school. If restorative practice implementation and culturally relevant instruction would occur, the problem would be reduced by at least 50%.
Measurable Outcome:	The percent of students receiving discipline referrals will decrease from 7% to 4% or less, as measured by discipline data in school profiles.
Person responsible for monitoring outcome:	Brandie Jessie (jessieb@pcsb.org)
Evidence-based Strategy:	Southern Oak will strengthen the ability of all staff to establish and maintain positive relationships will all students. Understanding and honoring culturally-defined beliefs, needs, styles and behaviors of the students, families, and communities we serve is a priority. Valuing the benefit that individual differences bring to our school district is what makes us successful. Recognizing the importance of individual similarities and differences while working effectively with all stakeholders from various cultures, races, ethnicity and religious backgrounds is paramount to student success. Southern Oak Elementary stakeholders will experience Beliefs, Mindset and Practices grounded in Equity; Emotionally, Intellectually and Physically safe environments; Culturally Relevant and rigorous instruction; Connectedness and belonging; and ensure the needs of each and every learner are known and met.
Rationale for Evidence-based Strategy:	The basis for this rationale is that there is a need for and an understanding that the academic social emotional and behavioral needs of each and every student at Southern Oak are known and met through equity and excellence for all. This will be evidenced by professional development attendance logs. Sustained PD will be calendared throughout the 20-21 school year, and our discipline referral rate will be decreased as documented in School Profiles.

Action Steps to Implement

Southern Oak will continue to implement and review best practices in Restorative Practices. Professional Development opportunities will be calendared and infused throughout staff meetings and PLCs throughout the '20-'21 school year as evidenced by sign-in sheets and minutes.

Person Responsible Brandie Jessie (jessieb@pcsb.org)

Our goal is to have 100% participation/ trained teachers and staff in AVID Culturally Responsive Teaching Practices in addition to increasing Equity Champions.

Person Responsible Susan Taylor (taylorsu@pcsb.org)

PBIS tier 1 expectations will be monitored daily and actionable feedback provided to teachers via iObservation. (i.e. 5:1 positive to negative interaction ratio, RP circles, and welcoming students by name when they enter the classroom).

Person Responsible Susan Taylor (taylorsu@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	As the result of equity-centered problem solving within an MTSS framework, Southern Oak will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within the following school improvement areas for equity systems change: * whole staff professional development with support of the district Equity Coaching Project *sustained PD through grade level PLCs * 100% participation in Cultural Relevant Teaching practices PD. Currently, 3 of our instructional staff members have already completed this PD. * 100% of staff trained and refreshed in Restorative Practices *Participation in the district Equity Coaching Project
Measurable Outcome:	To address mindset shift for the adoption of equitable practice, we will participate in the district Equity Coaching Project to lead Southern Oak in addressing the need for equitable practices, equitable voice, and equity centered problem solving. Our current data illustrates 27% of black students received discipline referrals. Based on our population, the maximum expected percentage of black students with referrals was 24% as measured by discipline data in school profiles. There is a gap of 3%. We will measure progress by recording the number of PD sessions and identifying the number of teachers who attend by sign in logs. Daily walkthroughs using a CRT classroom walkthrough tool by the admin/equity team will capture the progress.
Person responsible for monitoring outcome:	Susan Taylor (taylorsu@pcsb.org)
Evidence-based Strategy:	Using the Racial Equity Analysis Protocol (REAP), Southern Oak identified the following strategies to be implemented for this area of focus: * Equitable practices (equitable grading, culturally relevant teaching, restorative practices, etc.) * Equitable voice (student and family engagement for the adoption of equitable practices) * Leadership capacity to facilitate equity-centered problem solving (equity centered PLC, equity centered SBLT)
Rationale for Evidence-based Strategy:	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement	

All teachers, staff and administrators will partake in the following Self reflection activities during pre-school planning for the '20-21 school year:
*CRT Self-Reflection audit
* How Restorative am I?

The self-reflections will be given again mid and end of year to discuss trends and areas of growth as well as continued needs.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

All teachers, staff and administrators will partake in CRT and Equity professional development, implementing and continuously improving upon CRT strategies and creating a learning environment where

students feel they belong and are welcomed. This goal will be monitored via walk throughs with the CRT checklist. Feedback will be provided via email, iobservation, and or sticky note.

Person Responsible   Angela Ohmer (ohmera@pcsb.org)

Every teacher and school-based staff engages in strategies and supports that the academic, social-emotional and behavioral needs of each and every student are known and met. This goal will be monitored via walk throughs. Feedback will be provided via email, iobservation, and or sticky note. Data collected will be discussed at SBLT and notes shared out.

Person Responsible   Susan Taylor (taylorsu@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Southern Oak had 27% of students missing 10% or more days of school. 9% were absent 20% or more during the '19-'20 school year. The problem gap is occurring because insufficient interventions and supports are in place to prevent barriers to school attendance. If parent and student incentives were implemented from the beginning of the school year and monitored weekly, our attendance would improve. We will analyze and review our data for effective implementation of our strategies by monitoring progress in bi-weekly CST meetings. We will also now have a full time social worker and guidance counselor to support our students and families with attendance incentives and follow up.
Measurable Outcome:	The percent of all students missing 10% or more days of school will decrease from 27% to 10% or less as measured by CST monthly data logs/minutes.
Person responsible for monitoring outcome:	Angela Ohmer (ohmera@pcsb.org)
Evidence-based Strategy:	Strengthen the attendance problem-solving process to address and support the needs of students/families across all tiers on an on-going basis as evidenced by parent contact documentation in FOCUS, CST minutes, and increased attendance.
Rationale for Evidence-based Strategy:	The current level of absences is ---% as evidenced in School Profiles. The problem gap is occurring because insufficient interventions are in place to prevent barriers to school attendance starting at the beginning of the school year. If incentives for students and families would occur at the beginning the problem would be reduced by as least 10%. This strategy will begin in August 2020 focusing on chronic individual student absences.

Action Steps to Implement

Review attendance taking process and school-wide strategies for positive attendance incentives/ expectations pre-school as evidences by staff sign-in/ minutes.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each tier as documented by CST minutes.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Engage students and families in attendance related activities/ incentives to ensure they are knowledgeable of the data and aware of the importance of attendance based on research as documented by phone logs, conferences, CST minutes.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

Review data and effectiveness of school-wide attendance strategies on a biweekly basis in grade level PLCs and CST minutes.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Implement tier 2 and tier 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly bases as documented by teacher/ staff contacts in FOCUS and CST minutes.

Person Responsible	Susan Taylor (taylorsu@pcsb.org)

#8. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Family and community engagement has a powerful link to student learning. Even during a global pandemic, Southern Oak will seek innovative ways to maintain family and community engagement both virtually and within socially distant guidelines.
Measurable Outcome:	Southern Oak will increase family and community engagement by establishing positive relationships will all stakeholders as evidenced by parent sign-in logs, Title 1 and AdvancED survey results, parent conference forms, and community partnerships (i.e. LKQ) meeting minutes. Community involvement hours will increase by at least 25% from 2020 to 2021.
Person responsible for monitoring outcome:	Brandie Jessie (jessieb@pcsb.org)
Evidence-based Strategy:	*Effectively communicate with families about their student's progress and school processes/ practices as evidenced by parent conference forms. *Offer evening/ after school hour parent conference options to families one time per semester as evidenced by parent sign-in logs. *Provide academic tools to families in support of their student's achievement at home as evidenced by parent training sign-in logs. *Purposefully involve families with opportunities for them to advocate for their students, i.e. PTA, SAC, etc. (sign in sheets/ minutes) *Intentionally build positive relationships with families and community partners as documented by agendas and minutes.
Rationale for Evidence-based Strategy:	The teacher possesses the beliefs and mindsets to effectively engage families. Teachers and families have trusting relationships. Teachers engage families in supporting learning by effectively communicating academic information and progress. Title 1 and SAC resources will be used to support this rationale.

Action Steps to Implement

Conduct regular data chats with parents/ students to discuss student progress (FSA scale score, MAP, grade level standards, formal/ informal assessments, grades, etc.) as evidenced by parent conference forms (virtually or socially distant).

Person Responsible	Brandie Jessie (jessieb@pcsb.org)

Provide families/ parents with academic tools/ resources on a regular basis and offered both during the day and during evenings as evidenced by family sign-in sheets.

Person Responsible	Brandie Jessie (jessieb@pcsb.org)

Utilize student services to provide families/ parents, and students with resources, tools, triage support, outside agency referrals as evidenced by parent contacts documented in FOCUS, CST/ SBLT minutes, IEP meetings, conferences, etc.

Person Responsible	Brandie Jessie (jessieb@pcsb.org)

Increase positive interaction with parents/ families on a regular basis as evidenced by Title 1 surveys and AdvancEd surveys.

Person Responsible   Brandie Jessie (jessieb@pcsb.org)

Develop and implement activities to build respect and trust between home and school as evidenced by parent sign-in logs.

Person Responsible   Brandie Jessie (jessieb@pcsb.org)

Share and communicate the variety of district family friendly professional development opportunities via peachjar, website, facebook, instagram, marquee, and connect ed/ school messenger calls.

i.e. Parent Guardian Connection (mental wellness, digital engagement, etc.)

Person Responsible   Brandie Jessie (jessieb@pcsb.org)

#9. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is Silver level, as evidenced by the Alliance for a Healthier Generation. We expect our performance level to maintain at least a Silver level or increase to Gold level by the end of the 20-21 school year. The problem gap is occurring because we have not yet reached all 7 criteria in the alliance for healthier generation for schools assessment topics.
Measurable Outcome:	Southern Oak Elementary will become gold eligible by increasing the number of criteria fully in place in the physical activity topic from 5 criteria to 7 by the end of the '20-'21 school year.
Person responsible for monitoring outcome:	Angela Ohmer (ohmera@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy:	If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition resulting in closing the gap between Silver and Gold status.

Action Steps to Implement

Assemble a Healthy School Team made up of a minimum of 4 individuals, including, but not limited to: PE teacher, classroom teacher, wellness champion, administrator, cafeteria manager, parent representative, and student representative. Meet monthly, evidenced by sign in sheets and Healthy School team minutes.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Attend district-supported professional development as evidenced by PD logs.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Complete Healthy Schools Program Assessment as evidenced by successful completion of assessment modules.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Cafeteria manager will participate in the SMART snacks initiative and provide school documentation.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

The Healthy School Team will develop and implement a Healthy School Program Action Plan that will be monitored by the Assistant Principal.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

#10. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our current level of students with disabilities subgroup performing at proficiency level in ELA is 31% as measured by the 2019 FSA data. When teachers provide instruction that is aligned with content area grade level standards as well as meeting students with disabilities individual needs and accommodations, proficiency levels will increase. By scaffolding and differentiating instruction based on SWD's needs, we should be able to increase their performance by at least 10%.
Measurable Outcome:	The percent of all SWD achieving ELA proficiency will increase from 31% to at least 41% as measured by the 2021 ELA FSA.
Person responsible for monitoring outcome:	Angela Ohmer (ohmera@pcsb.org)
Evidence-based Strategy:	Students requiring ESE services will work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy:	We expect our SWD proficiency level in ELA to be at least 41% or above. The problem gap is occurring because lack of standards-based planning and differentiated instruction within the core. If standards-based planning and instruction would occur, the number of students scoring level 3 or above would increase as evidenced by 2021 FSA data.

Action Steps to Implement

Collaboratively plan with classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery, focusing on a clustering process to meet student needs and that promotes an inclusion model of learning support.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Make rigorous texts, materials, content, and activities accessible to students through supplementary aides including annotated texts and assistive technology.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Collect and interpret data from Dreambox, Istation, OPM, and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

#11. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale:	Our current level of students identified in the multiracial subgroup performing at proficiency level in ELA is 30% as measured by the 2019 FSA data. When teachers provide instruction that is aligned with content area grade level standards as well as meeting multiracial student's culturally relevant and equity needs, proficiency levels will increase. By scaffolding and differentiating instruction based culturally relevant teaching and equity needs of multiracial students, we should be able to increase their performance to at least the minimum proficiency level as measured by ESSA.
Measurable Outcome:	The percent of all multiracial students achieving ELA proficiency will be at or above ESSA's minimum proficiency rate of 41% as measured by 2021 FSA.
Person responsible for monitoring outcome:	Angela Ohmer (ohmera@pcsb.org)
Evidence-based Strategy:	Implement Culturally Relevant Teaching and instructional practices in classrooms, such as cooperative and small group settings, music and movement, voice and choice, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson planning.
Rationale for Evidence-based Strategy:	The problem gap is occurring because there is a need to increase culturally relevant instruction. If more culturally relevant instruction and planning would occur, the proficiency of our multiracial students would increase. Daily walkthroughs with actionable feedback provided to teachers to support them in improving conditions for learning for every multiracial student.

Action Steps to Implement

Ensure that multiracial students are participating in extended learning opportunities, including enrichment opportunities, as measured by data and ELP, club, STEM, etc. attendance logs.

Person Responsible	Brandie Jessie (jessieb@pcsb.org)

Infuse equity and culturally relevant instructional strategies in standards-based planning and instruction as evidenced by actionable feedback to teachers in iObservation.

Person Responsible	Angela Ohmer (ohmera@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Professional Learning Communities (PLCs) will be structured and calendared to always address the implementation of standards-based, collaborative lesson planning, teaching, and discussion of student work in weekly grade level PLC's with fidelity. In addition, the schedule will allow for both administrators, 1/2 time MTSS coach, and Specialists (ESE, ESOL, Gifted, Art, Music, PE) attend PLC's on a regular basis.

We will revise our school-wide discipline plan to incorporate BPIS and Restorative Practices, while adhering to social distancing guidelines.

In addition, we will put social emotional learning needs as a daily priority. Our pre-school professional development calendar will address social emotional learning and provide teachers and staff valuable resources to use throughout the '20-'21 school year and beyond, both traditionally and virtually as needs arise.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Southern Oak Elementary believes that a partnership with parents/ caregivers is crucial to the success of our students. The school will host a Meet and Greet family event the day before school starts to virtually and/or socially distantly welcome families to the school and to establish a positive relationship between school and home. A Title 1 Annual Meeting will also be held in September. Curriculum based family engagement events will be offered each month (pending the pandemic status) at varying times to allow working parents the opportunity to attend virtually and/or socially distant. Teachers will be available to schedule conferences as parents request and will also hold conferences at least once each semester to discuss student progress virtually and/or socially distant. Our school Facebook, Instagram, marquee and website will be updated at least once a week to keep parents up-to-date with school events. A ConnectEd/ School Messenger phone call will be placed each Sunday evening to update parents on upcoming events and school news. Parent involvement is vital to maintaining a positive relationship between schools and its stakeholders. Even during a global pandemic, Southern Oak will continue to maintain a positive school culture and environment. We will continue to seek family involvement in innovative ways.
The Southern Oak Parent Involvement committee is responsible for the development, implementation and evaluation of the Parent Involvement Plan for 2020-2021. Members of the committee are selected from a list generated from those who volunteer and from input from Southern Oak staff. Parent input is solicited through newsletters and personal contacts and will be presented to the Parent Involvement Committee for their review. Parent requests for additional training will be discussed and will be added to the yearly

calendar of events as deemed necessary. If the request for support needs to be individualized, staff will meet with the parent to provide the help needed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	6251 - Southern Oak Elementary School	School Improvement Funds		$750.00
			Notes: Provide TDE's for in-house coaching, observation with actionable feedback, and planning in ELA (primary & intermediate) a minimum of 1 time per semester. ELA champions will lead and be a resource at each grade level with the administrative team.			
		130-Other Certified Instructional Personnel	6251 - Southern Oak Elementary School	School Improvement Funds		$3,000.00
			Notes: 2nd semester compensate (contracted services) Susan Goodell to continue to assist 5th grade students based on need in ELA.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	6251 - Southern Oak Elementary School	School Improvement Funds		$750.00
			Notes: Provide TDE's for in-house coaching, observation with actionable feedback, and planning in Math (primary & intermediate) a minimum of 1 time per semester. Members of the MTLI cohort II and IV will lead and facilitate alongside administrators at each grade level (i.e. PLCs, whole staff, etc.).			
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
4	III.A.	Areas of Focus: Other: Bridging the Gap (Black Student Achievement)				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		651-Bus(es)	6251 - Southern Oak Elementary School	Title, I Part A		$0.00
			Notes: Provide transportation for students to participate in ELP a minimum of 1 time per week.			
5	III.A.	Areas of Focus: Other: School Climate/ Conditions for Learning				$0.00
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

		239-Other	6251 - Southern Oak Elementary School	School Improvement Funds		$250.00
			Notes: Student/family attendance incentives for targeted population greater than 10% absenteeism (not related to illness)			
8	**III.A.**	**Areas of Focus: Culture & Environment: Community Involvement**				**$0.00**
9	**III.A.**	**Areas of Focus: Other: Healthy Schools**				**$0.00**
10	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$750.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	6251 - Southern Oak Elementary School	School Improvement Funds		$750.00
			Notes: Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.			
11	**III.A.**	**Areas of Focus: ESSA Subgroup: Multi-Racial**				**$750.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	6251 - Southern Oak Elementary School	School Improvement Funds		$750.00
			Notes: Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services and enhance culturally relevant teaching for multiracial students.			
					Total:	**$6,250.00**