2013-2014 SCHOOL IMPROVEMENT PLAN

Oakland Terrace School For The Visual And Performing Arts

2010 W 12TH ST
Panama City, FL 32401
850-767-4565

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	94%

Alternative/ESE Center	Charter School	Minority Rate
No	No	56%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	D	D	C	C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Oakland Terrace Schl For Vis

Principal
Lendy Willis

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lendy Willis	Principal
Julia Haley	Administrative Assistant
Deniece Moss	Title I Resource Teacher
Patty Phillips	Student Services Coordinator
Pam Quimuyog	1st Grade Teacher
Janet Greathouse	4th Grade Teacher
Misty Elkins	Literacy Coach

District-Level Information

District
Bay

Superintendent
Mr. William V Husfelt

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership is comprised of parents as well as instructional and non-instructional personnel according to SAC by-laws. School Advisory Chair, VIce-Chairperson, and Secretary will be voted on at the next SAC Meeting.
Council members representing teachers, education support employees, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:
1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Parents shall be elected by parents.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will meet four times throughout the school year to review the SIP and monitor student achievement, school budgets, and discipline information.
The SAC members will review school climate surveys provided by the district and provide feedback on how Oakland Terrace can serve the parents and students more effectively. The team will look closely at academic strategies to help assist parents at home.

Projected use of school improvement funds, including the amount allocated to each project

No funds available.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Lendy Willis		
Principal	Years as Administrator: 23	Years at Current School: 0

Credentials	BA – Elementary Ed MEd – Admin/Supervision School Principal MS Math 5-9
Performance Record	Deer Point Elementary (Principal) 12-13 Grade A High Standards Reading: 72% High Standards Math: 67% High Standards Writing: 56% High Standards Science: 47% 11-12 Grade C High Standards Reading: 65% High Standards Math: 48% High Standards Writing: 76% High Standards Science: 46% 10-11 Grade C, No AYP High Standards Reading: 86% High Standards Math: 57% High Standards Writing: 96% High Standards Science: 54%

Julia Haley		
Asst Principal	Years as Administrator: 11	Years at Current School: 1

Credentials	BS - Elementary Education MS - Psychology/Counseling Ed.S. - Educational Leadership Ed.D. - Curriculum and Diversity Studies
Performance Record	2013 Oakland Terrace Elementary School Grade: D High Standards Reading: 49% High Standards Writing: 33% Learning Gains Reading: 62% AYP in Lowest Quartile Rdg: 50% Target AMO Rading: 54% (No) 2012 (Breakfast Point Academy) School Grade: A High Standards Reading: 70% High Standards Math: 68% High Standards Writing: 85% High Standards Science: 70% Learning Gains Reading: 74% Learning Gains Math: 67% AYP in Lowest Quartile Rdg: 78% (Yes) AYP in Lowest Quartile Math: 74% (Yes) 2011 (Patterson Elementary) School Grade: C High Standards Reading: 54% High Standards Math: 60% High Standards Writing: 67% High Standards Science: 39% Learning Gains Reading: 61% Learning Gains Math: 50% AYP in Lowest Quartile Rdg: 57% (Yes) AYP in Lowest Quartile Math: 55% (Yes)

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Misty Elkins		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor's Elementary Education ESOL Endorsed Reading Endorsed
Performance Record	2013 Oakland Terrace Elementary School Grade: D High Standards Reading: 49% High Standards Writing: 33% Learning Gains Reading: 62% AYP in Lowest Quartile Rdg: 50% Target AMO Rading: 54% (No) 2012 Rosenwald High School (Alternative School) High Standards Reading: 19% High Standards Writing: 46% Target AMO Reading: 23% (No) Improving Reading: Yes Maintaining/Declining Reading: No

Ilea Faircloth		
Full-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas	Mathematics
Credentials	Bachelor's Elementary Education Master's Degree in Educational Leadership and Policy Studies Educational Leadership Certification K-6 Elementary Education Certification ESOL/Reading Endorsed
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement. I received a rating of Highly Effective on the 2012-2013 Employee Appraisal System.

Dana Manis		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	RtI/MTSS	
Credentials	B. S. in Psychology 4/2000 M.Ed. in Educational Leadership 12/2013 Elementary Education K-6 Educational Media Specialist K-12 English 5-9 Certified Exceptional Student Education K-12	
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement. I received a rating of Highly Effective on the 2012-2013 Employee Appraisal System.	

Classroom Teachers

# of classroom teachers

26

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

26, 100%

 # ESOL endorsed

14, 54%

 # reading endorsed

6, 23%

 # with advanced degrees

5, 19%

 # National Board Certified

1, 4%

 # first-year teachers

5, 19%

 # with 1-5 years of experience

5, 19%

 # with 6-14 years of experience

8, 31%

with 15 or more years of experience
8, 31%

Education Paraprofessionals

of paraprofessionals
11

Highly Qualified
11, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
3

receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teachers showing 2 out of 3 years of student learning gains will be given a bonus of $5,000. Three teachers at Oakland Terrace received this bonus for the 2012-2013 school year. These 3 teachers transferred with Mr. Willis this year with exceptional learning gains. The district also provides mentors for new teachers, as well as those in need of assistance. Instructional Coaches are available to model lessons, assist in planning, side by teaching. Professional Development is ongoing throughout the school year for all instructional staff. Bay District also provides and requires new teachers to attend the "New Teacher Induction Program" during their first year of teaching.
Mr. Willis provides school based incentives to recruit and retain highly qualified, effective teachers to the school. These include but are not limited to:
Administration will give specific feedback for teachers
Weekly "Whale Done" Award to praise teacher, classroom, and student engagement and those following the ARTS expectations
The "Golden Oak" Award will be given to the class that earns the award based on specific criteria.
Regular meetings of new teachers with administration
Partnering new teachers with veteran staff

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Administration has developed and established a leadership team to assist in mentoring instructional staff. The members are leaders among their peers and are available to assist across grade levels, if necessary. Administration will also meet monthly with new teachers to review important information and assist the teachers as needed.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI/MTSS problem solving process: plan, act, do is a never ending circle. Data will be used to drive decisions and determine goals for the SIP. Data that will be used will consist of DAR, SRA, John's, FCAT, etc.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrator : Lendy Willis
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS initiatives.
Administrative Assistant: Julia Haley
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of RtI/MTSS skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS initiatives.
Coordinator of Student Services: Patty Phillips
Identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Identifies appropriate, evidence-based, approved intervention strategies; supports the implementation of Tier I, Tier II and Tier III intervention plans; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides leadership for assessment and implementation monitoring. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success. Participates in student data collection, integrates core instructional activities/ materials into Tier III instruction, and collaborates with general education and ESE teachers. Coordinates professional development and district resources to support MTSS initiatives.
STS MTSS: Dana Manis
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides guidance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
School Psychologist: Dr. John Bell
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides guidance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities as needed.
Literacy Coach: Misty Elkins
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.
Speech Language Pathologist: Cher Langley
Educates the team concerning language as its relationship to appropriate instruction, curriculum, and assessments as a basis for individual program design. Helps identify systemic patterns of student need with respect to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS and SIP Teams will meet monthly to monitor and review the fidelity of the plan and discuss individual student data. These meetings will consist of monitoring student data and also use the eight step problem solving process to assist in providing students with the correct interventions and placements.
Teachers will complete the forms provided and refer any student in need of intervention to Mrs. Phillips. After reviewing student data, the team will make decisions based on the individual student's needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Diagnostic Assessment for Reading (DAR), FLKRS (Kindergarten), Discovery Education, SRA Signature and Reading Mastery Placement Tests, Harcourt, Florida Comprehensive Assessment Test (FCAT), and RtI-B data.
Progress Monitoring: Discovery Education and FCAT Simulation Released Assessments and teacher identified assessments.
Midyear: Discovery Education, SM6, and Classroom Assessments
End of year: Discovery Education, DAR, SM6, and FCAT
Frequency of Data Days: Once per month for Tier II, once per week for Tier III, using RtI B

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The MTSS team will also evaluate additional staff professional development needs during monthly MTSS Leadership Team meetings and from data gathered during informal and formal observations. Principal will meet with the MTSS team to review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level. In addition, administration will meet to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lendy Willis	Principal
Misty Elkins	Literacy Coach
Michelle McCaghren	Kindergarten Representative
Pam Quimuyog	First Grade Representative
Danielle Bellomy	Second Grade Representative
Tracy Langford	Third Grade Representative
Janet Greathouse	Fourth Grade Representative
Heather Clark	ESE Representative
Michelle Creel	Special Area Representative

How the school-based LLT functions

The team will hold monthly meetings (the first Monday of each month) to review student data, review curriculum, and problem solve in the area of literacy in order to ensure that the Bay District Comprehensive Reading Plan is monitored.

Major initiatives of the LLT

Writing plan for each grade level
SRA implementation for interventions
Integrating Kagan into literacy instruction
Data analysis
Reading motivation

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers, Literacy Coach,interventionists, and paraprofessionals have been provided training using SRA for classroom interventions. SRA is currently being used in classrooms for student interventions. SRA Placement Tests were given at the end of the 2013 school year and to all new students in August. Teachers have also been trained to administer the DAR. Students are being administered the DAR as well as other diagnostic and progress monitoring assessments. The data will be gathered to determine the best reading instruction and/or intervention for students.
The school administration, leadership team, and literacy team are assuring that student reading instruction matches with the student needs. The school's master schedule has a 90-minute reading block and an additional block for interventions. Teachers will also be implementing walk-to-read so that students are provided with the interventions needed to be successful.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Kindergarten Round-Up will be hosted in the spring to help inform and notify parents of the transition from preschool to kindergarten. Invitations will be sent to a Pre-School/Kindergarten Orientation for early childhood programs in the Oakland Terrace School zone. Students will be given supplies, instructional materials, and clothing they may need to start kindergarten. Administration, kindergarten teachers, and coaches will be in attendance to ensure a smooth transition for the new kindergarten students.
Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year. These students will also have the opportunity to visit kindergarten classrooms in the spring.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	49%	No	59%
American Indian		0%		
Asian		0%		
Black/African American	57%	49%	No	61%
Hispanic	43%	25%	No	48%
White	53%	54%	Yes	58%
English language learners		12%		
Students with disabilities	33%	26%	No	40%
Economically disadvantaged	53%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	47%	59%
Students scoring at or above Achievement Level 4	34	22%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	37	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	30	50%	53%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	63%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	28%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	33%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	44%	No	51%
American Indian				
Asian				
Black/African American	35%	33%	No	42%
Hispanic	48%	19%	No	54%
White	51%	53%	Yes	56%
English language learners		29%		
Students with disabilities	33%	35%	Yes	40%
Economically disadvantaged	45%	42%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	45%	51%
Students scoring at or above Achievement Level 4	19	13%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	40	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	65%	68%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	33%	40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		10
Participation in STEM-related experiences provided for students	336	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	93	29%	20%
Students retained, pursuant to s. 1008.25, F.S.	39	12%	8%
Students who are not proficient in reading by third grade	36	55%	40%
Students who receive two or more behavior referrals	21	15%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	59	18%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan for Title I

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Examine internal structures to assure maximum effectiveness and efficiency.

Goals Detail

G1. Examine internal structures to assure maximum effectiveness and efficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal

- Kagan Structures
- SRA Signature K-2, SRA Signature 3-5, Corrective Decoding
- Decoding and/or Reading Mastery SRA for Interventions
- Classroom Observations
- PBS Grant
- Instructional Coaches
- Additional Weekly Planning Time for Teachers
- Release Time and/or Stipends for PD

Targeted Barriers to Achieving the Goal

- Stakeholders without the capacity or proper training to experience success.

Plan to Monitor Progress Toward the Goal

Monitoring the progress and examine the internal structures to assure maximum effectivness and efficiency at Oakland Terrace School for the Arts, in order to increase student achievement.

Person or Persons Responsible

Administration Coaches Student Services Coordinator

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Data Collected and Analyzed: Academic classroom walkthroughs and data collection, Cooperative Learning Walkthroughs, School-wide data spreadsheet (to include SRA, Bay Writes, DEA), RtI-B Data Collection, End of year assessment results

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Examine internal structures to assure maximum effectiveness and efficiency.

G1.B1 Stakeholders without the capacity or proper training to experience success.

G1.B1.S1 Implement Cooperative Learning Structures K-5

Action Step 1

Teachers will implement Cooperative Learning Structures to increase student engagement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly coaching opportunities and onsite support

Evidence of Completion

Teacher Lesson Plans, Checklist for Students and Teachers, Teacher Reflection

Facilitator:

Heather DeMao, Misty Elkins

Participants:

Administration, Coaches, Teachers

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

Classroom Walkthroughs, Review of Teacher Lesson Plans

Person or Persons Responsible

Teachers Administration Coaches

Target Dates or Schedule

Monthly Coaching opportunities, Monthly on-site training and support (SAM), Official Kagan Training

Evidence of Completion

Lesson Plan Checklist by Administration, Classroom Observations, Administrations/Coach Weekly Meetings, Structure of the Month Club (SAM) Agenda and Sign-in Sheets, Classroom Walkthrough Checklist, Cooperative Learning Checklist

Plan to Monitor Effectiveness of G1.B1.S1

Student Engagement in the Classroom

Person or Persons Responsible

Administration Coaches Teachers

Target Dates or Schedule

Classroom Walk-throughs Teacher Evaluation Observation

Evidence of Completion

Cooperative Learning CWT Checklist (Increased level of student engagement)

G1.B1.S2 Implement SRA as needed

Action Step 1

Implement SRA Reading as needed

Person or Persons Responsible

Schoolwide

Target Dates or Schedule

Monthly as needed

Evidence of Completion

Lesson Plans, Data Chats (sign in sheets), End of Year Placement, On Going Assessments, Grade Level Meeting Notes and Sign -in Sheets

Facilitator:

Literacy Coach Dana Manis - MTSS Staff Training Specialist SRA Representatives

Participants:

Teachers

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

Monitor the implementation and fidelity of SRA by using Walk-to-Read

Person or Persons Responsible

Administration Teachers Coaches SRA Representatives

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

CWT Checklist, Administration/Coach weekly meetings Classroom Observations, Lesson Plans, Data Chat Notes and Sign-In Sheets

Plan to Monitor Effectiveness of G1.B1.S2

Monitor student data growth, reading levels, and scores

Person or Persons Responsible

Administration Teachers Coaches Leadership Team

Target Dates or Schedule

2nd, 3rd, and 4th nine weeks during: Monthly during LLT Meetings, Leadership Team Meetings, MTSS Meetings

Evidence of Completion

Data Spreadsheet, Classroom Grades (Gradebook), Student Assessments, DEA, DAR

G1.B1.S3 Implement Six Traits of Writing K-5

Action Step 1

Develop strategies to implement Six Traits of Writing (Bay Writes)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly and as needed

Evidence of Completion

Student Scores, Lesson Plans (reflecting Six-Traits), PLC Meetings and Data Chats, District Writing Professional Development Sign-In Sheet, Cross Grade Level Scoring, Sign-In Sheet and Student Samples

Facilitator:

Richard Gentry, Margo Anderson, Tracy Rogers, Literacy Coach, Literacy Team, Sonia Reeves

Participants:

Administration Schoolwide

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

Monitor student writing growth using Six Traits

Person or Persons Responsible

Administration Coaches Teachers

Target Dates or Schedule

2nd, 3rd, and 4th Nine Weeks

Evidence of Completion

Administration/Coach Weekly Meetings, Bay Writes Scores, Data Chats, Student Checklist, Writing Professional Development

Plan to Monitor Effectiveness of G1.B1.S3

Monitor the implementation of student expectations in Six Traits Writing

Person or Persons Responsible

Teachers, Administration, Literacy Team, Leadership Team

Target Dates or Schedule

End of 2nd, 3rd, and 4th Nine Weeks

Evidence of Completion

Data spreadsheet, Bay Writes Scores, Student Writing Grades (Gradebook), Student Writing Portfolios

G1.B1.S4 Implement "The ARTS" expectations school-wide

Action Step 1

Implement "The ARTS" PBS Expectations

Person or Persons Responsible

All Faculty and Staff

Target Dates or Schedule

Daily

Evidence of Completion

List of School-Wide "rules", Tickets and Dojo Points, Agenda for School-Wide Celebrations

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

Monitoring of strategies that directly impact resistant unmotivated learners.

Person or Persons Responsible

Administration Student Services Coordinator Coaches

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Classroom Walk-Through Observations, Increase percentage of student engagement, Decrease in student referrals, Collection of Monthly Ticket & Dojo Points, Teacher Reflection

Plan to Monitor Effectiveness of G1.B1.S4

How the implementation of "The ARTS" expectations be monitored for effectivness.

Person or Persons Responsible

Administration PBS Team

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

Number of Referrals, RtI B Data (ISS/OSS), Classroom Walk-Through Observations, Increase percentage of student engagement, Decrease in student referrals

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Oakland Terrace has been allocated more than $128,392 to support school wide programs. The 2013-2014 Title I allocation will be used to provide instructional staff and paraprofessionals.Bay District has coordinated with Title II and Title III to ensure staff development opportunities are provided. School level funds provide staff development opportunities, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.

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

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

• Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.

• Support for schools serving migrant students

• Family literacy programs, including such programs that use models developed under Even Start

• The integration of information technology into educational and related programs and

• Programs to facilitate the transition of secondary school students to post secondary education or employment

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Examine internal structures to assure maximum effectiveness and efficiency.

G1.B1 Stakeholders without the capacity or proper training to experience success.

G1.B1.S1 Implement Cooperative Learning Structures K-5

PD Opportunity 1

Teachers will implement Cooperative Learning Structures to increase student engagement.

Facilitator

Heather DeMao, Misty Elkins

Participants

Administration, Coaches, Teachers

Target Dates or Schedule

Monthly coaching opportunities and onsite support

Evidence of Completion

Teacher Lesson Plans, Checklist for Students and Teachers, Teacher Reflection

G1.B1.S2 Implement SRA as needed

PD Opportunity 1

Implement SRA Reading as needed

Facilitator

Literacy Coach Dana Manis - MTSS Staff Training Specialist SRA Representatives

Participants

Teachers

Target Dates or Schedule

Monthly as needed

Evidence of Completion

Lesson Plans, Data Chats (sign in sheets), End of Year Placement, On Going Assessments, Grade Level Meeting Notes and Sign -in Sheets

G1.B1.S3 Implement Six Traits of Writing K-5

PD Opportunity 1

Develop strategies to implement Six Traits of Writing (Bay Writes)

Facilitator

Richard Gentry, Margo Anderson, Tracy Rogers, Literacy Coach, Literacy Team, Sonia Reeves

Participants

Administration Schoolwide

Target Dates or Schedule

Monthly and as needed

Evidence of Completion

Student Scores, Lesson Plans (reflecting Six-Traits), PLC Meetings and Data Chats, District Writing Professional Development Sign-In Sheet, Cross Grade Level Scoring, Sign-In Sheet and Student Samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Examine internal structures to assure maximum effectiveness and efficiency.	$53,000
	Total	$53,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
District School Improvement Funds	$38,000	$0	$38,000
Title I	$0	$15,000	$15,000
Total	$38,000	$15,000	$53,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Examine internal structures to assure maximum effectiveness and efficiency.

G1.B1 Stakeholders without the capacity or proper training to experience success.

G1.B1.S1 Implement Cooperative Learning Structures K-5

Action Step 1

Teachers will implement Cooperative Learning Structures to increase student engagement.

Resource Type

Professional Development

Resource

5 day Professional Development Training in Kagan

Funding Source

Title I

Amount Needed

$15,000

G1.B1.S2 Implement SRA as needed

Action Step 1

Implement SRA Reading as needed

Resource Type

Evidence-Based Materials

Resource

SRA Materials

Funding Source

District School Improvement Funds

Amount Needed

$38,000