

# Oakland Terrace School For The Visual And Performing Arts



2014-15 School Improvement Plan

## Oakland Terrace School For The Visual And Performing Arts

2010 W 12TH ST, Panama City, FL 32401

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

94%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

56%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

F

D

D

C

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>35</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission at Oakland Terrace School for the Visual & Performing Arts is to

Set the Stage for Success One Student at a Time.

The administration, faculty and staff are committed to building positive relationships with our students, their parents and the community.

Students learn in different ways and our instructional practices will incorporate a variety of activities to accommodate our diverse learners.

Our Positive Behavior Support initiative helps create STAR Orcas with the expectation that every person at Oakland Terrace will be Respectful, Responsible and Ready.

Rigor and relevance are achieved through student engagement in the Florida Next Generation and Common Core Standards with emphasis on language arts, mathematics, civics and STEM (science & technology).

Our high expectations for academic success are enhanced by the knowledge, appreciation and integration of the Arts.

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

Oakland Terrace School for the Visual & Performing Arts is committed to building the relationships necessary to Set the Stage for lifelong learning in our diverse student population by promoting critical thinking and creativity through the Arts. Our school environment is built upon partnerships, respect and high expectations to ensure student success.

#### School Environment

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

PBS

Home Visits

First 30 Days (Learning Interest Inventories, Assessments, etc)

Kagan - Team/Class Building

Parent/Teacher/Student Conferences

Parent Involvement Workshops for Reading, Math, Science, etc.

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

Students are closely monitored before and after school in order to feel safe and respected. Morning clubs are offered for students in writing, art, drama, and music.

Our school leaders and members of various committees have collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment for everyone at Oakland Terrace School for the Arts. The campus is maintained by a full time custodian, part time maids, and Bay District Maintenance staff. All of these personnel work to maintain a safe, clean and healthy environment for staff and students. Procedures are in place for teachers to report cleaning and maintenance needs to appropriate staff members. A computerized system is utilized to report and follow-up on district maintenance requests. Oakland Terrace Administrators collaborate with the District Safety and Security Officers to review school policies and procedures to ensure the safety of students and staff on campus. The Oakland Terrace Safety Plan is readily available and reviewed



annually with all staff members. Emergency drills such as fire evacuations, severe weather and lock downs are routinely conducted. In partnership with the Bay County Health Department, Oakland Terrace has a school nurse one day a week that maintains medical records, communicates with parents regarding health concerns and trains staff on medication administration.

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

Our school is also a Positive Behavior Support (PBS) school where positive choices are modeled and rewarded. Oakland Terrace has hired a Student Services Interventionist to work directly with students and teachers. She has established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced through PBS. Numerous extra-curricular activities are offered to students including: Safety Patrol, Art Club, Chorus and Strings, Writing Club, and Drama Club.

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

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

### **Early Warning Systems**

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

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

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

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

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	11	9	15	14	9	76
One or more suspensions	11	6	7	5	9	7	45
Course failure in ELA or Math	3	3	7	16	16	2	47
Level 1 on statewide assessment	0	0	0	49	37	20	106
Reading LVL 1	0	0	0	38	13	15	66
Math LVL 1	0	0	0	36	35	16	87

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	3	4	19	22	7	60

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

24 of the students have withdrawn or moved onto Middle School.  
Inclusion is in place in grades 2-5. Students are receiving more exposure to grade level material and also receiving acceleration in both Reading and Math.  
Students are receiving Tier II and Tier III interventions according to their need.  
A 3/4th combined Aspire Class for 11 students who have been retained or were good caused.  
ELL Plans are in place for ESOL students to provide classroom strategies.  
7 students of the students are in a full time ESE classroom.  
Oakland Terrace has a dedicated crisis interventionist to provide social skills groups and Check In/ Check Out.

### **Family and Community Involvement**

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

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

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

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

No

#### **PIP Link**

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

#### **Description**

Oakland Terrace School for the Visual and Performing Arts believes in involving parents in all aspects of its Title I programs. The SAC has the responsibility for providing input into the development, implementation and evaluation of the various school level plans, including the SIP and the PIP. SAC members are elected as voting members following SAC guidelines as directed by the State. All parents are given the opportunity to review the plans and to offer their input prior to approval. For the PIP, a Spring Survey was sent to parents seeking their input on activities, training, and materials they needed to help their child. Results of the parent Spring Survey were reviewed by the SAC to

determine needed changes. During SAC meetings when PIP and SIP are discussed, the committee will decide, with input from parents how the parental involvement funds will be used.

The parent liaison will be responsible in maintaining documentation from parents.

The leadership and staff of Oakland Terrace School for the Visual and Performing Arts have a strong belief in the importance of parental involvement. The school offers meetings at a variety of times to accommodate the schedules of parents. Parent survey data indicated this was a need and survey data was used to help determine the most convenient times for parents to attend meetings. SAC and PTO meetings will be held after school. Workshops and other parent meetings will be scheduled during the evening hours or during school hours at parent request. In an effort to offer access to information to parents who cannot attend any of these meetings. Additionally, the school newsletter will contain information about the meetings and hard copies of handouts will be available in the school front office in the Title I notebook. Information will also be posted on the school website as needed. Information will be sent to the LEA to display on their website as well.

Notifications will be sent to parents using the IRIS phone system as deemed appropriate. Childcare will be provided for those in need of childcare services. Home visits will be made as needed by Administration, Title I Resource Teachers, Teacher, Guidance Counselor, etc.

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

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

Our school consistently participates with community businesses and agencies. For example: Blessings in a Backpack (Hiland Park Baptist Church), Thanksgiving Baskets (St. Andrew United Methodist Church), Panama City Fire Department, GAC, Raymond James, Real School Work, Wal-Mart, JoAnn's are among some of the community businesses that we have built relationships with that support our students and our school. Oakland Terrace is also planning Parent Camp to offer parents different "survival skills" to enable them to continue to be an active participant in the ever changing educational process. Parents have participated in BINGO for Books Night, Math Night, Open House, and Orientation. Oakland Terrace School for the Arts conducts a Climate Survey each year. This survey is computer based and is offered to faculty, staff, students and parents. This survey targets specific aspects of our school environment and the participants rate our school on how they think we performed in each category. There is also space available for comments and suggestions for improvement. Our faculty and administration analyze the results each year and discuss at length how we can improve in areas of concern.

The personnel at Oakland Terrace School for the Arts implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students.

To assist with this process, we have a guidance counselors and a student services interventionist.

**Effective Leadership**

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

## School Leadership Team

### Membership

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

Name	Title
Willis, Lendy	Principal
Moss, Deniece	Administrative Support
Elkins, Misty	Instructional Coach
Haley, Julia	Assistant Principal
Phillips, Patty	Guidance Counselor
Whaler, Sarah	Guidance Counselor
Hazzard, Sarah	Instructional Coach

### Duties

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

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.

Title I Resource Teacher: Deniece Moss

Provides support to administrators, teachers, students, and parents. Provides assistance on the school improvement plan and parent involvement plan. Coordinates professional development and district resources to support student initiatives. Collects and analyzes data to provide professional development for teachers and workshop opportunities for parents.

Intervention Specialist 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.

Intervention Specialist (Behavior): Sarah Whaler

Monitors MTSS behavior, leads in-school suspension, and provides support to teachers and students.

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.

Math Coach: Sarah Hazzard

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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.

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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jody Stokesbary	Parent
Lucy Hartman	Parent
Lee Etheridge	Parent
Kizzy Morales	Parent
Evelyn Mason	Parent
Eddward Griffin	Parent
Bonnie Tillery	Parent
Anglia Permenter	Parent
Dominic Drake	Parent
Tiffany Pena	Parent
Betty Mosley	Parent
Thelma Murphy	Education Support Employee
Lendy Willis	Principal
Stefanie Hendley	Teacher
Noah King	Business/Community
Deniece Moss	Teacher

#### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council will meet to review the SIP and PIP in November. The team will review the plan from 2013-2014 and compare it to the current plan. School wide data will be presented by administration.

*Development of this school improvement plan*

The SAC will be provided a copy of the SIP Draft. The School Administrative Team, School Leadership Team, along with faculty and staff will present the plan and work with the SAC to develop 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.

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

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

No funds available.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Elkins, Misty	Instructional Coach
Willis, Lendy	Principal
Haley, Julia	Assistant Principal
Whaler, Sarah	Other
Phillips, Patty	Guidance Counselor
Garrett, Cathey	Teacher, K-12
Been, Cindy	Teacher, K-12
Hand, Kristin	Other
Creel, Michelle	Other
McCaghren, Michelle	Other
Greathouse, Janet	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The team will meet monthly with the leadership team and PLC 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.

Writing plan for each grade level

SRA implementation for interventions

Integrating Kagan into literacy instruction

Data analysis

Reading motivation

**Public and Collaborative Teaching**

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

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

School Schedule

Shared Planning Time

Vertical PLC's

Celebrations: Whale Done Award, Kudos in Sketchbook

PLC's and Common Assessments

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

Teachers showing 2 out of 3 years of student learning gains will be given a bonus from the district. 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

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

Administration has also developed and established an "Administrative Team" to assist grade levels, teachers, support staff, etc. as directed.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Utilization of Pacing Calendars

Focus Calendars

State/County Adopted Materials

#### **Instructional Strategies**

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

Oakland Terrace uses data in many different ways.

Baseline data: Diagnostic Assessment for Reading (DAR), Discovery Education, SRA Signature and Reading Mastery Placement Tests, Harcourt, Florida Comprehensive Assessment Test (FCAT), FSA, and Rtl-B data.

Progress Monitoring: Discovery Education and FSA Released Assessments and teacher identified assessments.

Midyear: Discovery Education, SM7, and Classroom Assessments

End of year: Discovery Education, DAR, SM7, and FCAT

Frequency of Data Days: Once per month for Tier II, once per week for Tier III, using Rtl B

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.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

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

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

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

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

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

Discovery Education Scores, Success Maker Data, student grades, FSA scores.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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

Students enrolled in the Voluntary Pre-K Program will be provided with school newsletters throughout the year. These students will also have the opportunity to visit kindergarten classrooms in the spring. Also, the school offered a Kindergarten Boo-Hoo Breakfast for the first day of school in order to provide new students/parents information on Oakland Terrace.

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Implement teaching and learning practices to meet or exceed the 50th percentile for “all students” in ELA, math, and science.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Implement teaching and learning practices to meet or exceed the 50th percentile for “all students” in ELA, math, and science.** 1a

G035790

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
Math Gains	50.0
ELA/Reading Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	72.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Kagan Structures
- SRA Signature K-2, SRA Signature 3-5, Corrective Decoding
- Decoding and/or Reading Mastery SRA for Interventions
- Instructional Coaches (Reading/Math)
- Release Time and/or Stipends for PD
- Additional Hour Added for Reading Instruction
- Additional Classroom Supports (Behavior Crisis Interventionist/Math Interventionist/Para)

**Targeted Barriers to Achieving the Goal** 3

- Lack of ownership for outcomes from various stakeholder groups.

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

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

**Person Responsible**

Lendy Willis

**Schedule**

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier


**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


**G1.** Implement teaching and learning practices to meet or exceed the 50th percentile for “all students” in ELA, math, and science. **1**

 G035790

**G1.B1** Lack of ownership for outcomes from various stakeholder groups. **2**

 B086930

**G1.B1.S1** Students will use data notebooks to keep track of their individual data and goal setting.  
Timeline: August - September: Setup of student notebooks with information tabs and student attendance  
October - November: Teachers review and conference with students regarding quality of notebooks.  
Initial conference (teacher led) with students to discuss quality and review student data and goals in small group and whole group settings. December - January: Student led conferences to present notebooks to parents. **4**

 S097656

### Strategy Rationale

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

- Data notebooks help students to identify clear targets.
- Data notebooks allow students to set goals to reach targets.
- Data notebooks teach students to create plans of action for reaching targets.
- Data notebooks guide students in monitoring their own progress in any given area.

### Action Step 1 **5**

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

### Person Responsible

Lendy Willis

### Schedule

Daily, from 8/25/2014 to 6/5/2015

### Evidence of Completion

PLUS2 Team Look Fors School Based District FLDOE Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement. School leadership teams regularly analyze individual student performance.

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

Student Data Notebooks

**Person Responsible**

Deniece Moss

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

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

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

**Person Responsible**

Lendy Willis


**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Walk-through Data Student Notebooks

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

 S097657

### Strategy Rationale

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

### Action Step 1 5

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

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

#### Person Responsible

Lendy Willis

#### Schedule

Weekly, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

PLUS2 Team Look Fors School Based District FLDOE Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement.



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

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

**Person Responsible**

Lendy Willis

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

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

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

Student data notebooks will be monitored.

**Person Responsible**

Lendy Willis

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

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

**G1.B1.S3** Grade level teams will implement instructional calendar in math utilizing common assessments to determine levels of student achievement. Timeline: September - October: Grade levels will develop and implement common assessments in math. November - May: Ongoing monitoring, developing, and implementing of common assessments in math. 4

 S097741

### Strategy Rationale

- Regular and timely feedback regarding student attainment of most critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students.
- Multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats.
- Ongoing collaboration opportunities for grade-level, course, and department teachers.
- Consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities.
- Agreed-upon criteria for proficiency to be met within each individual classroom, grade level, school, and district.
- Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success on state assessments.
- Results that have predictive value as to how students are likely to do on each succeeding assessment, in time to make instructional modifications.

### Action Step 1 5

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

#### Person Responsible

Lendy Willis

#### Schedule

Monthly, from 9/15/2014 to 6/5/2015

#### Evidence of Completion

PLUS2 Team Look Fors School Based District FLDOE Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Timeline: Timeline: September - October: Grade levels will develop and implement common assessments in math. November - May: Ongoing monitoring, developing, and implementing of common assessments in math.

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

Administration will monitor grade level common assessments.

**Person Responsible**

Lendy Willis

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

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

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

Common Assessments

**Person Responsible**

Lendy Willis


**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

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

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

 S124674

### Strategy Rationale

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

### Action Step 1 5

Students will be mainstreamed into regular classroom settings to receive support and meet their academic goals in both reading and math.

#### Person Responsible

Lendy Willis

#### Schedule

Daily, from 8/19/2014 to 6/5/2015

#### Evidence of Completion

Student IEP Schedules Walkthroughs

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

#### Person Responsible

#### Schedule

#### Evidence of Completion

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will use data notebooks to keep track of their individual data and goal setting. Student-led conferences	Willis, Lendy	8/25/2014	PLUS2 Team Look Fors School Based District FLDOE Goals are established for each student in terms of their	6/5/2015 daily

**Bay - 0191 - Oakland Terrace Schl For Vis - 2014-15 SIP**  
*Oakland Terrace School For The Visual And Performing Arts*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	focus on the individual student's goals. Parent-teacher conferences focus on the individual student's goals.			performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement. School leadership teams regularly analyze individual student performance.	
G1.B1.S3.A1	Grade levels teams will develop and administer common assessments in math to determine the efficacy of the interventions and curriculum taught.	Willis, Lendy	9/15/2014	PLUS2 Team Look Fors School Based District FLDOE Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Timeline: Timeline: September - October: Grade levels will develop and implement common assessments in math. November - May: Ongoing monitoring, developing, and implementing of common assessments in math.	6/5/2015 monthly
G1.B1.S2.A1	Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments. Teachers will offer effective feedback and provide opportunities for students to be involved in developing expectations and goal setting for themselves.	Willis, Lendy	8/25/2014	PLUS2 Team Look Fors School Based District FLDOE Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments in each student's data notebook. Individual student reports, graphs, and charts are regularly updated to track growth in student achievement.	6/5/2015 weekly
G1.B1.S4.A1	Students will be mainstreamed into regular classroom settings to receive support and meet their academic goals in both reading and math.	Willis, Lendy	8/19/2014	Student IEP Schedules Walkthroughs	6/5/2015 daily
G1.MA1	Monitoring the progress of implementation of teaching and learning practices that meet or exceed the designated targets for "all students" in reading, math, writing, and science	Willis, Lendy	8/25/2014	Data Collected and Analyzed by the school leadership team. Common Assessments and PLC. Academic classroom walkthroughs and data collection, Data Notebook monitoring evidence, School-wide data spreadsheet (to include SRA, Bay Writes, DEA), Rtl-B Data Collection, End of year assessment results.	one-time
G1.B1.S1.MA1	[no content entered]	Willis, Lendy	9/1/2014	Walk-through Data Student Notebooks	6/5/2015 monthly
G1.B1.S1.MA1	Student Data Notebooks	Moss, Deniece	9/30/2014	A monthly checklist will be completed in each class to ensure that the data notebooks are being used effectively in the classroom by the teacher and students. The nonnegotiable items required and set by the administrator will be monitored.	5/29/2015 monthly
G1.B1.S2.MA1	Student data notebooks will be monitored.	Willis, Lendy	9/30/2014	Administration will monitor student feedback, expectation development, and student goal setting.	5/29/2015 monthly
G1.B1.S2.MA1	Administrators will work closely with the teachers to ensure that student feedback is provided and students are involved in developing expectations and goal setting for themselves.	Willis, Lendy	9/30/2014	A monthly checklist will be completed in each class to ensure that students are setting goals using the data notebooks. Administration will monitor the use of effective feedback through classroom walkthroughs and observations.	5/29/2015 monthly

**Bay - 0191 - Oakland Terrace Schl For Vis - 2014-15 SIP**  
*Oakland Terrace School For The Visual And Performing Arts*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Common Assessments	Willis, Lendy	9/30/2014	Grade level common assessments will be monitored by administration and coached. Feedback will be provided through the monthly PLC.	5/29/2015 monthly
G1.B1.S3.MA1	Administration will monitor grade level common assessments.	Willis, Lendy	9/30/2014	Common Assessments will be collected for each grade level and feedback will be provided through the PLC.	5/29/2015 monthly
G1.B1.S4.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Implement teaching and learning practices to meet or exceed the 50th percentile for “all students” in ELA, math, and science.

**G1.B1** Lack of ownership for outcomes from various stakeholder groups.

**G1.B1.S1** Students will use data notebooks to keep track of their individual data and goal setting.  
Timeline: August - September: Setup of student notebooks with information tabs and student attendance  
October - November: Teachers review and conference with students regarding quality of notebooks.  
Initial conference (teacher led) with students to discuss quality and review student data and goals in small group and whole group settings. December - January: Student led conferences to present notebooks to parents.

### PD Opportunity 1

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

#### Facilitator

Lendy Willis, Deniece Moss, Patty Phillips, Sarah Whaler

#### Participants

All Teachers

#### Schedule

Daily, from 8/25/2014 to 6/5/2015

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

### **PD Opportunity 1**

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

#### **Facilitator**

Lendy Willis

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**G1.B1.S3** Grade level teams will implement instructional calendar in math utilizing common assessments to determine levels of student achievement. Timeline: September - October: Grade levels will develop and implement common assessments in math. November - May: Ongoing monitoring, developing, and implementing of common assessments in math.

### **PD Opportunity 1**

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

#### **Facilitator**

Lendy Willis, Misty Elkins, Sarah Hazzard

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 9/15/2014 to 6/5/2015



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

### **PD Opportunity 1**

Students will be mainstreamed into regular classroom settings to receive support and meet their academic goals in both reading and math.

#### **Facilitator**

FIN

#### **Participants**

Lendy Willis, Heather Clark, Kristin Hand, Patty Phillips, Trina Paul, Danielle Bellomy, Kim Robin

#### **Schedule**

Daily, from 8/19/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Implement teaching and learning practices to meet or exceed the 50th percentile for “all students” in ELA, math, and science.	500
<b>Grand Total</b>	<b>500</b>

### Goal 1: Implement teaching and learning practices to meet or exceed the 50th percentile for “all students” in ELA, math, and science.

Description	Source	Total
<b>B1.S1.A1</b> - Data Notebooks, Dividers, Paper, etc	Title I Part A	500
<b>Total Goal 1</b>		<b>500</b>