

Pinellas County Schools

Oldsmar Elementary School



2022-23 Schoolwide Improvement Plan

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Oldsmar Elementary School

302 DARTMOUTH AVE W, Oldsmar, FL 34677

<http://www.oldsmar-es.pinellas.k12.fl.us>

Demographics

Principal: Kristina Bauman

Start Date for this Principal: 6/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (55%) 2020-21: (42%) 2018-19: A (64%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oldsmar Elementary is to provide a safe learning environment, while educating and inspiring each student to reach their maximum potential and become lifelong learners and responsible citizens.

Provide the school's vision statement.

We will foster 100% student success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bauman, Kristina	Principal	
Williams, Brandi	Assistant Principal	
Manning, Deborah	Guidance Counselor	
Willett, Janelle	Psychologist	

Demographic Information

Principal start date

Wednesday 6/15/2022, Kristina Bauman

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

478

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	900	75	89	99	83	98	0	0	0	0	0	0	0	1344
Attendance below 90 percent	8	18	13	14	16	18	0	0	0	0	0	0	0	87
One or more suspensions	0	1	2	0	0	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	5	7	18	20	42	0	0	0	0	0	0	0	92
Course failure in Math	0	5	7	18	20	42	0	0	0	0	0	0	0	92
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	9	8	13	13	31	0	0	0	0	0	0	0	76

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	3	6	2	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/18/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	86	97	86	91	86	0	0	0	0	0	0	0	517
Attendance below 90 percent	17	16	19	16	17	15	0	0	0	0	0	0	0	100
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	5	5	11	0	0	0	0	0	0	0	0	26
Course failure in Math	0	4	1	1	7	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	1	3	12	5	3	4	0	0	0	0	0	0	0	28

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	86	97	86	91	86	0	0	0	0	0	0	0	517
Attendance below 90 percent	17	16	19	16	17	15	0	0	0	0	0	0	0	100
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	5	5	5	11	0	0	0	0	0	0	0	0	26
Course failure in Math	0	4	1	1	7	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	14	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	1	3	12	5	3	4	0	0	0	0	0	0	0	28

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%			57%			65%	54%	57%
ELA Learning Gains	55%			48%			61%	59%	58%
ELA Lowest 25th Percentile	49%			19%			49%	54%	53%
Math Achievement	68%			60%			74%	61%	63%
Math Learning Gains	60%			45%			74%	61%	62%
Math Lowest 25th Percentile	41%			21%			56%	48%	51%
Science Achievement	54%			45%			72%	53%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	56%	-1%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	68%	56%	12%	58%	10%
Cohort Comparison		-55%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	62%	-7%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	81%	64%	17%	64%	17%
Cohort Comparison		-55%				
05	2022					
	2019	82%	60%	22%	60%	22%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	54%	16%	53%	17%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	31	45	50	42	55	36	20				
ELL	35	44		52	63		25				
ASN	77			92							
BLK	31	20		44	50						
HSP	52	58	47	55	54	50	45				
MUL	77			69							
WHT	66	57	55	74	60	24	60				
FRL	52	56	52	55	55	39	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	8	10	22	15						
ELL	38			50							
BLK	47			29							
HSP	43	50		52	26		35				
MUL	91			50							
WHT	59	50	9	66	58		48				
FRL	45	38	17	49	37		43				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	54	55	53	77	67	60				
ELL	36	40		64	70						
BLK	38	42		38	50						
HSP	60	51	50	76	74	50	53				
MUL	91			73							
WHT	67	62	52	78	74	67	85				
FRL	51	55	47	65	67	48	60				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In all areas of ELA, Math, & Science, students demonstrated an increase in achievement and learning gains. Students in the subgroups Black/African American & Students with Disabilities are under the 41% Federal Index.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Intentional and focused lead math data measures for our lowest 25 percent in grade 5 and for the subgroups, Black/African American & SWD.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Understanding of the B.E.S.T. Standards and Cambium Assessment

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Intentional lesson design for grade 4 math and overall ELA Achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Understanding student needs in grade 4 math and standards. Designing lesson in ELA to support students.

What strategies will need to be implemented in order to accelerate learning?

Collaborating with colleagues to plan intentional lessons aligned to B.E.S.T and a focus of student work and student data to drive instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in school and district BEST Training, module trainings. Time is allocated for professional learning communities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Time will be allocated for teachers and administration to analyze data and create action steps.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standard based data collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in English Language Arts will increase 5% (from 61 to 66) as measured by Spring 2023 Cambium
 Proficiency in Science will increase 5% (from 54 to 59) as measured by Spring 2023 Assessment
 Proficiency in Math will increase 5% (from 68 to 73) as measured by Spring 2023 Cambium

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Administration will provide support and feedback through weekly walk-throughs of whole group instruction and small group instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence based principles.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this evidence-based strategy is to continue the overall proficiency rate of students in ELA, Math and Science..

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Brandi Williams (williamsbran@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeting instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible

Kristina Bauman (baumank@pcsb.org)

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers (general education and ESE) as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible

Brandi Williams (williamsbran@pcsb.org)

Provide regular structures for planning and professional learning communities where teachers (general education and ESE) regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible

Kristina Bauman (baumank@pcsb.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standard based data collected from the 2021-2022 school year showed students performing below grade level in ELA, Math, and Science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD (37 students total)
 Proficiency in English Language Arts will increase 10% (from 31.5 to 41) as measured by Spring 2023 Cambium Assessment.
 Proficiency in Math will increase 5% (from 40.5% to 45%) as measured by the Spring 2023 Cambium Assessment.
 Proficiency in Science will increase 30% (from 10% to 41) as measured by the Spring 2023 Science Assessment

Black/AA (19 students total)
 Proficiency in English Language Arts will increase 20% (from 24 to 41) as measured by Spring 2023 Cambium Assessment.
 Proficiency in Math will increase 5% (from 42.1% to 47%) as measured by the Spring 2023 Cambium Assessment.
 Proficiency in Science will increase 41% (from 0% to 41) as measured by the Spring 2023 Science Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will provide support and feedback through weekly walk-throughs of whole group instruction and small group instruction.

Person responsible for monitoring outcome:

Kristina Bauman (baumank@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this evidence-based strategy is to continue the overall proficiency rate of students in ELA, Math, and Science while closing the achievement gaps of our sub-groups, Student with Disabilities and African American, as evidenced by the 2022 Spring FSA Assessment.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement goal setting opportunities where students regularly and visibly participate in setting their goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible

Kristina Bauman (baumank@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible

Brandi Williams (williamsbran@pcsb.org)

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers (general education and ESE) as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Kristina Bauman (baumank@pcsb.org)

Provide regular structures for planning and professional learning communities where teachers (general education and ESE) regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible [no one identified]

#3. Positive Culture and Environment specifically relating to (genrBehavior

**Area of Focus
Description and
Rationale:**

Our current level of performance in school wide behavior is eight different students received ODRs in 2021-2022. This is an increase from the previous year by 5 additional students, however, is a decrease from 19-20 school year. We expect our performance level to be no more than 4 different students will receive ODRs by may 2023.

**Include a rationale that
explains how it was
identified as a critical
need from the data
reviewed.**

The problem in behavior performance is occurring because there is inconsistency of all staff following our PBIS plan with fidelity (which includes restorative practices and social emotions learning).

SBLT determined our Oldsmar SAM Action Plan will focus on two areas: Communication & Collaboration and Data-Based Problem Solving. In addition, our annual district PBIS walkthrough indicated areas where we need to increase visible common area expectations.

**Measurable Outcome:
State the specific
measurable outcome
the school plans to
achieve. This should be
a data based, objective
outcome.**

The number of students receiving ODRs will decrease from 24 to 10 or less by May 2023 as measured by the dashboard behavior data. The number of individual students receiving ODRs will decrease from 8 to 4 by May 2023 as measured by the dashboard behavior data.

**Monitoring:
Describe how this Area
of Focus will be
monitored for the
desired outcome.**

The SBLT will monitor ODR once a month at the second SBLT meeting. Administration will monitor student behavior and teacher implementation during walkthroughs and formal observations.

**Person responsible for
monitoring outcome:**

Brandi Williams (williamsbran@pcsb.org)

**Evidence-based
Strategy:
Describe the evidence-
based strategy being
implemented for this
Area of Focus.**

We will strengthen the ability of all staff to establish and maintain positive relationships with all students. We will also strengthen the implementation of research-based practices that communicate high expectations for each student as evidenced by "The CASEL 5" - self awareness, social awareness, self management, relationship skills, and responsible decision making.

**Rationale for Evidence-
based Strategy:
Explain the rationale for
selecting this specific
strategy. Describe the
resources/criteria used
for selecting this
strategy.**

When teachers and administrators work together to create conditions for learning that are nurturing and also provide opportunities for each students social emotional learning and growth, then each student can demonstrate their greatest potential for success in school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Bringing families back into the school environment is one solution. As the school opens up more, we (teachers) will be able to provide more communication on how to increase understanding of the MTSS process through PMP meetings, literacy nights, etc. This is how we can support our students. The

interaction is a key piece to a student’s success. A virtual pre-recording (each team) would be developed and share the expectations with families who could not attend.

Person Responsible Brandi Williams (williamsbran@pcsb.org)

Administration will include in weekly/monthly family messages as to what the expectations/standards are for the month.

Person Responsible Kristina Bauman (baumank@pcsb.org)

The instructional staff will begin to implement vertical PLC’s to support next year’s expectations for students, as well as a hosting grade level data chats to understand the deficits to remediate and accountability to seek out the intervention to match the deficit.

Person Responsible Janelle Willett (willettj@pcsb.org)

1. During preschool and following each long weekend/break, Administration and PBIS will train all staff on discipline procedures for major and minor behavior problems and the data systems to ensure school-wide consistency. Members of the leadership team will conduct monthly checks for accuracy of information and comprehension (e.g. referral process flowchart, definitions of problem behaviors, explanation of major vs. minor referral forms).

2. During the first 10 days of school (or more if needed), students will engage in lessons on common area expectations and school wide expectations.

Person Responsible Brandi Williams (williamsbran@pcsb.org)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

"Learning is a Family Affair" is the motto of Oldsmar Elementary. The faculty, staff, families and community have come together to establish a supportive and fulfilling environment. Over the course of the year, events are planned to celebrate not only our school community, but our Oldsmar community (Grandparents Breakfast, Muffins for mom, Donuts for Dads, Literacy Night, Trunk or Treat, etc..). In addition, community members and business partners support our students through the Lunch Pal program. This program allows for the school to meet the needs of the child. Through our planned events of supporting academics, advocacy with PTA and SAC, the learning needs of students are addressed and supported. Annually, a formal invitation to seek feedback is sent to staff, families, and students. Information collected from the survey is analyzed and shared with all stakeholder groups. Through monthly PTA and SAC meetings, informal feedback is collected through our stakeholders, as well as through our community partnerships.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Kristina Bauman, Principal
Brandi Williams-Miller, Assistant Principal
Debbie Manning - School Counselor
April Vallar, Community Involvement Liaison
Lori Rhinehart, Data Management Technician