

Pinellas County Schools

# Oakhurst Elementary School



## 2019-20 School Improvement Plan

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# Oakhurst Elementary School

10535 137TH ST, Largo, FL 33774

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

## Demographics

**Principal: Kelly Kennedy C**

Start Date for this Principal: 6/11/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: B 2014-15: A 2013-14: A
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	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](http://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 Oakhurst Elementary School is to educate and inspire each student to reach maximum potential, become lifelong learners and responsible citizens through the Mustang Way.

#### Provide the school's vision statement

The Vision of Oakhurst Elementary is 100% student success.

### School Leadership Team

#### Membership

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

Name	Title
Kennedy, Kelly	Principal
Principal	
Bockover Goldstein, Heidi	Assistant Principal
Assistant Principal	
Sanders, Tracey	Other
Other	
Kunish, Jennifer	Teacher, K-12
Teacher, K-12	
Nowaski, Nicole	Teacher, K-12
Teacher, K-12	
Riggio, Beth	Teacher, K-12
Teacher, K-12	
Ewald, Sally	Teacher, K-12
Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	92	103	120	107	109	101	0	0	0	0	0	0	0	632
Attendance below 90 percent	0	8	3	6	7	8	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	2	12	18	0	0	0	0	0	0	0	32

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	2	4	7	0	0	0	0	0	0	0	14

**The number of students identified as retainees:**

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

**FTE units allocated to school (total number of teacher units)**

32

**Date this data was collected or last updated**

Tuesday 6/11/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	5	9	7	11	9	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	14	17	16	0	0	0	0	0	0	0	47

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

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

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	54%	57%	64%	50%	56%
ELA Learning Gains	68%	59%	58%	49%	47%	55%
ELA Lowest 25th Percentile	40%	54%	53%	33%	40%	48%
Math Achievement	79%	61%	63%	79%	61%	62%
Math Learning Gains	68%	61%	62%	63%	56%	59%
Math Lowest 25th Percentile	48%	48%	51%	40%	42%	47%
Science Achievement	68%	53%	53%	71%	57%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	92 (0)	103 (0)	120 (0)	107 (0)	109 (0)	101 (0)	632 (0)
Attendance below 90 percent	0 ( )	8 ( )	3 ( )	6 ( )	7 ( )	8 ( )	32 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	3 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	2 (0)	12 (0)	18 (0)	32 (0)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	72%	56%	16%	58%	14%
	2018	69%	53%	16%	57%	12%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	68%	56%	12%	58%	10%
	2018	70%	51%	19%	56%	14%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
05	2019	68%	54%	14%	56%	12%
	2018	57%	50%	7%	55%	2%
Same Grade Comparison		11%				
Cohort Comparison		-2%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	78%	62%	16%	62%	16%
	2018	81%	62%	19%	62%	19%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	81%	64%	17%	64%	17%
	2018	86%	62%	24%	62%	24%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
05	2019	79%	60%	19%	60%	19%
	2018	71%	61%	10%	61%	10%
Same Grade Comparison		8%				
Cohort Comparison		-7%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	67%	54%	13%	53%	14%
	2018	70%	57%	13%	55%	15%
Same Grade Comparison		-3%				
Cohort Comparison						



**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	29	33	19	46	50	41	27				
BLK	64	80		64	60						
HSP	58	66	33	67	51	50	44				
MUL	77			100							
WHT	71	69	42	81	71	47	72				
FRL	57	62	33	69	57	44	55				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	36	47	33	45	36	27	43				
BLK	50	50		53	55						
HSP	52	48		85	90		83				
MUL	64			86							
WHT	67	49	34	79	60	38	70				
FRL	48	41	35	67	57	39	54				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	7
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	89
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

ELA L25 Learning Gains: We increased our L25 from 33% in 2018 to 40% in 2019 (+7). Although we saw an increase in points, this is our lowest performing area. After analyzing ELA strands tested, the lowest performing strands were "Integration of Knowledge and Ideas" and "Key Ideas and Details". Contributing factors: our ASD and ESE students struggle to make learning gains; ELL students lack vocabulary knowledge and background knowledge to support ELA.

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

Science Achievement showed the greatest decline from the prior year. Our science achievement dropped from 71% in 2018 to 68% in 2019 (-3%). Our lowest performing strand is "Nature of Science". Contributing factors: lack of knowledge of grade 3 and 4 science standards and vocabulary. This is not a trend.

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

Oakhurst Elementary performed higher than the state in all areas. We have no gaps.

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

ELA Learning Gains showed a 19 point increase from 49% in 2018 to 68% in 2019. Contributing factors: strategically focused interventions (LLI, ELP, small group instruction within the classroom); data informed decisions created small group instruction focused on the gaps in ELA standards; redesigned interventions in grades 4 and 5 for identified students 6 weeks prior to FSA using hourly teachers; 1:1 or 2:1 FSA testing for all ESE and ASD students; small group general ed. classes tested in small group settings for ELA.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

32 students earned a Level 1 on FSA this year, which an improvement of 15 over last year (47 students).

32 students had attendance below 90% during the 2018-19 SY, which is an improvement of 21 students from last year (53 students).

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

1. Increase ELA L25 Learning Gains and ELA performance for all students by increasing school wide focus on aligning the level of rigor to standard-based instruction.
2. Increase Math L25 Learning Gains and Math performance by all students by increasing school wide focus on aligning the level of rigor to standards-based instruction.
3. Increase school-wide focus on high-level strategies that moves the classroom environment from teacher-centered to student-centered with rigor.
4. Increase implementation of culturally responsive instructional strategies with a focus on the 6 M's - Meaning, Modeling, Monitoring, Mouth, Movement and Music.

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	ELA Proficiency
<b>Rationale</b>	Our current level of performance for ELA is 69%, as evidence in 2019 FSA for students in grades 3 - 5.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving ELA proficiency will increase from 69% to 75%, as measured by FSA for students in grades 3 -5.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text &amp; apply foundational skills, with high-quality feedback and opportunities to use that feedback.</p> <p>Engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida standards, will allow students to show growth in all areas. Students in third, fourth and fifth grade will perform Level 3 and above on FSA.</p> <p>We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive instruction and facilitate grouping students for differentiation to help close gaps in standards acquisition.</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. We will focus on collaborative planning and understanding progression of state standards from grade level to grade level.</li> <li>2. Grade level instructional staff will share common planning time and focus their planning on aligning and implementing standards and tasks to increase rigorous student centered learning within the Core. The focus will be on releasing students to engage in independent, standards-based tasks.</li> <li>3. All instructional staff will receive professional development for grade levels with Lauren Hansell on understanding MAP and goal setting.</li> <li>4. All students will work with their homeroom teacher to set academic MAP goals. Following each assessment cycle, students who meet or exceed their goal will be acknowledged celebrated.</li> <li>5. Based on data, all students will participate in targeted small group skill-based instruction during intervention using JRGR, Footprints, iStation individualized lessons, Common Lit, and Personalized Learning Pathway.</li> <li>6. Conduct targeted walk-throughs with actionable feedback.</li> </ol>
<b>Person Responsible</b>	Kelly Kennedy (kennedyke@pcsb.org)

<b>#2</b>	
<b>Title</b>	ELA Learning Gains for L25
<b>Rationale</b>	ELA L25 Learning Gains: Our current level of performance is 40%, as evidence in 2019 FSA/ELA.
<b>State the measureable outcome the school plans to achieve</b>	The percent of our L25 students achieving ELA learning gains will increase from 40% to 55%, as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts and tasks for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.
<b>Rationale for Evidence-based Strategy</b>	By identifying students' levels of performance in ELA, we will target academic interventions and strategies which will improve the growth percentile for our lowest performing students. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, hourly teachers and our ELP.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The Instructional Leadership Team will update the FSA student spreadsheet to identify students in the lowest 25 and the students who did not make learning gains based on the 2019 FSA.</li> <li>2. Grade Level Teams will create and implement targeted small groups within the classroom using standards-based information from the FSA, MAP and/or additional classroom data.</li> <li>3. Using data, students will be identified to participate in Tier II small group LLI support during the school day and/or extended leaning opportunities before school.</li> <li>4. Pair our L25 students and those not making learning gains with a mentor, preferably a teacher at the same grade level, who will monitor at least once a week.</li> <li>5. Ensure cross-articulation between the teacher providing the intervention and the classroom teacher.</li> </ol>
<b>Person Responsible</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

<b>#3</b>	
<b>Title</b>	Math Proficiency and Learning Gains
<b>Rationale</b>	Our current level of performance is 79%, as evidenced by the 2019 FSA/ Mathematics. We expect our performance level to be 85%, as evidenced by the 2020 FSA/ Mathematics.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving Math proficiency will increase from 79% to 85%, as measured by FSA. The percent of all students achieving Math leaning gains will increase from 68% to 75%, as measured by FSA. The percent of our L25 students achieving learning gains will increase from 48% to 55%, as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.
<b>Rationale for Evidence-based Strategy</b>	Engaging students in rigorous tasks and assignments across all grade levels, aligning those tasks to Florida Standards, will allow students to show growth in all areas. Students in third, fourth and fifth will be above Level 3 on FSA and demonstrate learning gains at all levels. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive in the moment small group instruction to help close gaps in standards acquisition.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. All instructional staff will participate in professional development for the Ready Classroom Mathematics during summer 2019 and pre-school in order to ensure that rigorous, student-centered instruction occurs on a daily basis.</li> <li>2. Utilizing formative assessments, all students will participate in targeted small group skill-based instruction.</li> <li>3. All students will work with homeroom teacher to set academic MAP goals. Following each assessment cycle, students who meet or exceed their goal will be acknowledged and celebrated.</li> <li>4. All students will utilize Dreambox Learning with fidelity. Students completing 100 lessons will be recognized at our monthly Round-Up.</li> <li>5. Following the fall and spring MAP assessment cycles, analyze grade level data to determine areas of strengths and areas in need of improvement within a K-5 PLC. Vertical discussions around the data will help identify standards needing additional focus in the previous grade level in order to close gaps.</li> </ol>
<b>Person Responsible</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)



<b>#4</b>	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	Our current level of performance is 68%, as evidenced by the 2019 NGSSS (Next Generation Sunshine State Standards). We expect our performance level to be 80% by the end of 2019-20 SY.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving Science proficiency will increase from 68% to 80%, as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.
<b>Rationale for Evidence-based Strategy</b>	Students will use evidence to explain their reasoning and thinking across all subject areas with a strong focus on science. Students in grades 1-5 will utilize the Science Lab on a rotating basis. The Science Diagnostic Assessment, unit assessments and cycle assessments, will be utilized to identify gaps in standards and vocabulary acquisition.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Instructional Leadership Team will update the student spreadsheet to identify students in grade 5 who have a gap of achievement based on the Science Diagnostic Assessment. The Instructional Leadership Team will meet with grade 5 teachers to set goals and create a plan to close the gap. The information from the diagnostic test will be shared with grades 3 and 4 for instructional planning purposes.</li> <li>2. Students identified as having gaps in 3rd and 4th grade standards will be invited to participate in a morning ELP.</li> <li>3. Teachers implements rigorous learning goals based on identified key standards and aligned to complexity levels of standards-based targets. Students can explain their current level of performance and can demonstrate progression of knowledge based on evidence.</li> <li>4. Based on formative assessments, teachers utilize the 5E Model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.</li> <li>5. Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high-utility words) and Academic Vocabulary Gaming (grade 5) using vocabulary words which are linked to data and low scoring standards, as well as opportunities for students to determine the meaning of words using the context of the text.</li> <li>6. Administer the unit assessments to 4th and 5th graders. Use the data to identify low proficiency standards and embed into the review plan.</li> </ol>



**Person Responsible** Kelly Kennedy (kennedyke@pcsb.org)

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<b>#5</b>	
<b>Title</b>	Bridging the Gap (Black Student Achievement)
<b>Rationale</b>	Our current level of performance is 67%, as evidence in the 2019 FSA in ELA and Mathematics. We expect our performance level to be 80% or above by the 2020 FSA in ELA and Mathematics.
<b>State the measureable outcome the school plans to achieve</b>	The percent of black students performing at or above grade level expectations will increase from 67% to 80% as measured by 2020 FSA.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/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.
<b>Rationale for Evidence-based Strategy</b>	There is a gap in proficiency for ELA and Math FSA proficiency. We will use FSA and MAP data to identify and monitor our African American students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive in the moment small group instruction to help close gaps in standards acquisition.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.</li> <li>2. Engage students in the reading and writing process by creating a sense of urgency and increasing student voice and choice.</li> <li>3. Teachers create/develop conditions for learning that empower learners to plan, monitor, reflect, and think deeper about one's learning.</li> <li>4. Teachers intentionally create a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences; And utilize students' cultures and experiences as assets for learning.</li> <li>5. Engage students to use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.</li> <li>6. Eight staff members attended a district-led, two-day Equity Champion training. Information from this training will be rolled out to the staff during pre-school and throughout the school year to support conditions of learning.</li> <li>7. Six staff members attended the district-led Developing the Right Conditions for Student Achievement and Success training. Information from</li> </ol>

this training will be rolled out to the staff during pre-school and throughout the school year to support conditions of learning.

8. Pair our African American students not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.

**Person  
Responsible**

Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

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<b>#6</b>	
<b>Title</b>	Conditions for Learning/ School Climate
<b>Rationale</b>	Our current level of performance in school-wide behavior is 66 referrals (36 students) written during the 2018-19 SY. Of the 36 students earning referrals, eight students were African American. Our African American students (8 students) represent 22% of the referrals written.
<b>State the measureable outcome the school plans to achieve</b>	We expect our performance level to be reduced by 50% and the number of African American students earning referrals to be reduced by 50% as well by the end of the 2019-20 SY.
<b>Person responsible for monitoring outcome</b>	Tracey Sanders (sanderstr@pcsb.org)
<b>Evidence-based Strategy</b>	Using our 8 Equity Champions to lead our Equity training incorporating class meetings, Restorative Practices, PBIS, Culturally Relevant Teaching with a focus on Social Emotional Learning. Understanding and honoring culturally-defined beliefs, needs, styles and behaviors of the students, families, and communities we serve. Valuing the benefit that individual differences bring to our school district. Recognizing the importance of individual similarities and differences while working effectively with all stakeholders from various cultures, races, ethnicities and religious backgrounds.
<b>Rationale for Evidence-based Strategy</b>	Analysis of our school-wide behavior data shows that our African American students represent 22% of the referrals written. We will analyze and review our data for effective implementation of our strategies by monitoring behavior data using the data dashboard on a bi-monthly basis during our MTSS meetings. Roll out and implementation of professional development from our Equity Champions and Culturally Relevant Teaching facilitators will take place throughout the year.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Eight staff members attended a district-led, two-day Equity Champion training. Information from this training will be rolled out to the staff during pre-school and throughout the school year to support conditions of learning.</li> <li>2. Six staff members attended the district-led Developing the Right Conditions for Student Achievement and Success training. Information from this training will be rolled out to the staff during pre-school and throughout the school year to support conditions of learning.</li> <li>3. Pair our African American students not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.</li> <li>4. Use team-building activities and circles to promote peer support for academic achievement. For the first 13 days of school, teachers will engage students in daily circles and then on a weekly basis, and on an as needed throughout the remainder of the year.</li> <li>5. Use resources from Sandy Hook Promise throughout the year to support</li> </ol>

positive conditions for learning, starting with "Start with Hello" initiative.  
 6. Establish, review, and post expectations and procedures for all common areas throughout the school.

**Person Responsible** Tracey Sanders (sanderstr@pcsb.org)

**#7**

**Title** Attendance

**Rationale** Our current attendance rate is 92%. We expect our performance level to be 96% by the end of the 2019-20 SY

**State the measureable outcome the school plans to achieve** The percent of all students missing more than 10% of school will decrease from 8% to 4%, as measured by the attendance dashboard data and our Child Study Team.

**Person responsible for monitoring outcome** Kelly Kennedy (kennedyke@pcsb.org)

**Evidence-based Strategy** Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

**Rationale for Evidence-based Strategy** Our attendance data indicates a 92% attendance rate. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data using the data dashboard on a bi-monthly basis through out CST meetings.

**Action Step**

**Description**

1. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.
2. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared)
3. Develop and implement attendance incentive programs and competitions for both students and staff.
4. Review attendance taking process and school-wide strategies for positive attendance with all staff.
5. Immediately communicate with families of students who show repeated pattern of absences and tardies.

**Person Responsible** Kelly Kennedy (kennedyke@pcsb.org)

<b>#8</b>	
<b>Title</b>	Family and Community Engagement
<b>Rationale</b>	To increase our Business Partners by April 2020 which will help provide students with resources they need to succeed (more books, tutoring hours and student incentives).
<b>State the measureable outcome the school plans to achieve</b>	To increase the number of business partners from 6 to 8 for the 2020 SY.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	Intentionally build positive relationships with families and community partners.
<b>Rationale for Evidence-based Strategy</b>	Intentionally building positive relationships with families and community partners is a priority at Oakhurst Elementary. Throughout the year, we have 2 to 3 opportunities each month for parents, students, and teacher to participate in after-hours activities to build relationships. We have an active PTA which supports all of our efforts to bridge home to school endeavors.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continue to build positive relationships through: Meet the Teacher Pre-School Event, Kindergarten Open House, Grade 1-5 Open House Nights, Student Led Conferences, Parent/Teacher Conferences, Invite parents to join us for our Monthly Mustang Round-Ups where we celebrate students for academic and social accomplishments throughout the each specific month, all parents and Business Partners are invited to monthly SAC meetings and celebrations/curriculum nights.</li> <li>2. Effectively communicate with families about their students' progress and school processes/practices by utilizing the following forms of contact: Student Agendas, School Messenger, Online Newsletter, Marque</li> <li>3. Communicate with parents the key points of restorative practices at an evening activity.</li> </ol>
<b>Person Responsible</b>	Tracey Sanders (sanderstr@pcsb.org)

<b>#9</b>	
<b>Title</b>	ESSA: Every Student Succeeds At
<b>Rationale</b>	Our current level of performance is 35%, as evidence in 2019 FSA. The problem/gap is occurring because our students with disabilities are not making learning gains. If student centered standards based instruction with rigor would occur, the problem would be reduced by 15%.
<b>State the measureable outcome the school plans to achieve</b>	EXAMPLE: The percent of our students with disabilities achieving proficiency will increase from 35% to 55%, as measured by FSA.
<b>Person responsible for monitoring outcome</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text &amp; apply foundational skills, with high-quality feedback and opportunities to use that feedback.</p> <p>Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback and engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida standards, will allow students to show growth in all areas. Students in third, fourth and fifth grade will perform above Level 3 on FSA.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive in the moment small group instruction to help close gaps in standards acquisition.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Strategically cluster students with disabilities into classrooms based on academic level and IEP Goals, including inclusive scheduling to the maximum extent possible.</li> <li>2. Increase collaboration between Gen. Ed. teacher and VE resource teachers to support rigorous grade-level standards based instruction in order to close gap.</li> <li>3. Pair our students with disabilities who are not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.</li> </ol>
<b>Person Responsible</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

<b>#10</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	Our current level of performance is 6 out of 6 modules (Gold Status), as evidenced in the Alliance for Healthier Generation, Healthy Schools Program Framework.
<b>State the measureable outcome the school plans to achieve</b>	Our school will maintain 6 out of 6 modules by April 2020 as evidenced in the Alliance for Healthier Generation’s Healthy Schools Program Framework.
<b>Person responsible for monitoring outcome</b>	Kelly Kennedy (kennedyke@pcsb.org)
<b>Evidence-based Strategy</b>	We will engage in wellness efforts through the Alliance for Healthier Generation Schools Program.
<b>Rationale for Evidence-based Strategy</b>	Oakhurst Elementary successfully met 6 out of 6 modules throughout the 2018-19 SY. By continuing to closely monitor our progress during monthly safety meetings, we will maintain our current level.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student</li> <li>2. Attend district-supported professional development</li> <li>3. Complete Healthy Schools Program Assessment</li> <li>4. Develop and Implement Healthy School Program Action Plan</li> <li>5. Update Healthy Schools Program Assessment and Apply for Recognition, if applicable</li> </ol>
<b>Person Responsible</b>	Kelly Kennedy (kennedyke@pcsb.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

N/A

**Part V: Budget**

1	III.A	Areas of Focus: ELA Proficiency				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2921 - Oakhurst Elementary School	School Improvement Funds		\$0.00
			<i>Notes: TDEs for Math and ELA for teachers to observe and collaborate.</i>			



<b>2</b>	<b>III.A</b>	<b>Areas of Focus: ELA Learning Gains for L25</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2921 - Oakhurst Elementary School		700.0	\$3,500.00
			<i>Notes: SIP funds (approximately 700x\$5.00) used to extend our hourly teachers to support Tier II and Tier III interventions</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Math Proficiency and Learning Gains</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Science Proficiency</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap (Black Student Achievement)</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Conditions for Learning/ School Climate</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Family and Community Engagement</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: ESSA: Every Student Succeeds At</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$3,500.00</b>