Oldsmar Elementary School

2019-20 School 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: Jeffrey Moss B

Start Date for this Principal: 7/1/2016

2018-19 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: B 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	N
Year	A
ESSA Status	N/A

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

Name	Title
Bauman, Kristina	Principal
Principal	
Williams, Brandi	Assistant Principal
Assistant Principal	
Manning, Deborah	Guidance Counselor
Guidance Counselor	
Putnam, Jessica	Instructional Media
Instructional Media	
Lopez, Audrey	Teacher, K-12
Teacher, K-12	
Dupuis, Kathleen	Teacher, PreK
Teacher, PreK	
Hewlett, Pamela	Teacher, ESE
Teacher, ESE	
Kirberger, Kristin	Teacher, K-12
Teacher, K-12	
Dunson, Elaine	Teacher, K-12
Teacher, K-12	
Kantrowitz, Kimberly	Teacher, K-12
Teacher, K-12	
Murray, Corinne	Teacher, K-12
Teacher, K-12	
Pucillo, Emily	Teacher, K-12
Teacher, K-12	
Blixt, Brooke	Teacher, K-12
Teacher, K-12	
Behrmann, Bridget	Teacher, K-12
Teacher, K-12	
Willett, Janelle	Psychologist
Psychologist	

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	66	96	81	107	87	86	0	0	0	0	0	0	0	523
Attendance below 90 percent	0	13	12	18	6	12	0	0	0	0	0	0	0	61
One or more suspensions	2	3	0	0	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	22	12	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	2	8	0	0	0	0	0	0	0	13

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	1	1	7	1	0	0	0	0	0	0	0	0	10
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)
30

Date this data was collected or last updated
Tuesday 7/23/2019

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	18	19	19	14	16	17	0	0	0	0	0	0	0	103
One or more suspensions	2	3	2	3	3	5	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	15	10	5	9	7	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	32	13	14	0	0	0	0	0	0	0	59

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	5	4	5	8	7	0	0	0	0	0	0	0	29

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	65%	54%	57%	69%	50%	56%
ELA Learning Gains	61%	59%	58%	65%	47%	55%
ELA Lowest 25th Percentile	49%	54%	53%	58%	40%	48%
Math Achievement	74%	61%	63%	79%	61%	62%
Math Learning Gains	74%	61%	62%	65%	56%	59%
Math Lowest 25th Percentile	56%	48%	51%	53%	42%	47%
Science Achievement	72%	53%	53%	61%	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	66 (0)	96 (0)	81 (0)	107 (0)	87 (0)	86 (0)	523 (0)
Attendance below 90 percent	0 ()	13 ()	12 ()	18 ()	6 ()	12 ()	61 (0)
One or more suspensions	2 ()	3 (0)	0 (0)	0 (0)	1 (0)	0 (0)	6 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	5 (0)	0 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	22 (0)	12 (0)	34 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

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.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	56%	-1%	58%	-3%
	2018	68%	53%	15%	57%	11%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	68%	56%	12%	58%	10%
	2018	71%	51%	20%	56%	15%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
05	2019	64%	54%	10%	56%	8%
	2018	63%	50%	13%	55%	8%
Same Grade Comparison		1%				
Cohort Comparison		-7%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	62%	-7%	62%	-7%
	2018	74%	62%	12%	62%	12%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2019	81%	64%	17%	64%	17%
	2018	87%	62%	25%	62%	25%
Same Grade Comparison		-6%				
Cohort Comparison		7%				
05	2019	82%	60%	22%	60%	22%
	2018	66%	61%	5%	61%	5%
Same Grade Comparison		16%				
Cohort Comparison		-5%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	70%	54%	16%	53%	17%
	2018	61%	57%	4%	55%	6%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	54	55	53	77	67	60				
ELL	36	40		64	70						

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 2016-17	C & C Accel 2016-17
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				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	41	41		66	71						
BLK	69	64		62	64						
HSP	55	66	73	65	57	40	65				
WHT	73	65	56	86	70	56	60				
FRL	60	56	50	74	65	59	56				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
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	82
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	69
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	58
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

Oldsmar's lowest overall level of performance was in the area of ELA, including a -9 % point decline in the learning gains of our L25 students. In addition, only 38% of our students who are African American/Black were proficient in ELA as well as Math. And only 39% of our students with disabilities were proficient in ELA. We need to help our students improve in their reading stamina, knowledge of craft & structure, and ability to better perform in on-demand tasks such as FSA. We also need to focus more intently on effective differentiated instruction in ELA to ensure a higher proficiency rate and amount of learning gains in this area.

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

Our overall 3rd grade proficiency rates in ELA and Math were our areas of greatest decline including a 13-point decrease in 3rd grade from the previous year. While Math scores showed improvement in terms of learning gains, our 3rd grade students also scored 19 points lower than the previous year's students. We had some transitions in 3rd grade teaching that did contribute to this significant decline.

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

Our 3rd Grade proficiency rates were our only cohorts of students who performed below the district and/or state average (i.e., -3% in ELA, -7% in Math). Some changes transition in teachers in 3rd grade and also the need for more professional development in math with our 3rd grade teachers were contributing factors. Adjustments were made that helped our students perform above what the mid-year diagnostic (i.e., MAP test) predicted, but continued improvements in 3rd grade teaching and learning will be essential to Oldsmar's continued success.

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

Our 5th grade Science (SSA) proficiency improved +11% points and our overall Math Learning Gains and Math L25 Gains increased over last year (i.e., +9% overall, +3% for L25). This past year, we instituted a new after-school science tutoring program (i.e., "Science Club") that provided one hour per week of instruction with 20 our students in most need of improvement. In science, we also focused on boosting students' content

vocabulary knowledge. In math, we methodically tracked our students' performance and planned interventions and extended learning opportunities based on their individual needs. Additionally, two of our teacher leaders provided school-embedded supports for our teachers in math instruction, including planning intervention, daily instructional routines, standards-review, and overall pacing.

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

Our suspension rate increased this year, as did our overall amount of discipline referrals. We need to address our school's "tier 2 response" to student discipline so that communication is improved among teachers as well as between teachers and administrators around behavioral interventions for students in need.

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

1. ELA proficiency rate for 3rd and 4th grade (i.e., our 3rd grade cohort must improve)
2. Math proficiency rate for 3rd and 4th grade (i.e., our 3rd grade cohort must improve)
3. ELA and Math proficiency rates for our Black/African American Students
4. ELA proficiency rate for our Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	Our current level of ELA proficiency is 65% in grades 3-5, as evidence by ELA-FSA results. The problem is occurring because we must continue to strengthen our differentiated and student-centered, standards-based instruction in ELA for all students. If this occurs, the amount of our non-proficient students would be reduced from 35% to 30%. We expect that through more effective differentiation of ELA instruction that is student-centered and rigorous, we will increase our overall ELA proficiency to 70% by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 65% to 70%, as measured by FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will ensure instructional supports are in place for all students during core instruction and independent learning opportunities, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts and standards-based tasks for students above the benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data, and ensuring that students are consistently engaged in tasks that align to the standards.
Rationale for Evidence-based Strategy	Our decrease in overall ELA proficiency as measured by FSA can be improved by more effectively differentiating instructional content to ensure that each student is challenged to develop higher level comprehension skills through reading and grappling with with complex, grade level texts.
Action Step	
Description	1. Staff will become familiarized with updated ELA modules, utilizing the aligned supports for differentiated instruction within core curriculum to meet the needs of all students. 2. Continue to focus on student-centered instruction with rigor - matching learning tasks to taxonomy of standards - with special emphasis on language and foundational skills in all grade levels. 3. Ensure that teachers intentionally plan for students to access complex grade level texts, answering text-dependent questions, and have daily opportunities to read, write, speak and listen across the ELA curriculum. 4. Empower ELA champions (i.e., teacher leaders) to develop as literacy leaders throughout our school (e.g., delivering critical content and tips on resources to their PLC, working with administration on developing school-embedded PD). 5. Administration will closely monitor ongoing student literacy data and classroom practices, and will provide timely, actionable feedback to teachers.

Person Responsible	[no one identified]

#2	
Title	Math
Rationale	Our current level of performance in math is 74% of students in Grades 3-5 were proficient, as evidenced by Math - FSA results. We expect our performance level to be at least 78% of students in Grades 3-5 proficient in Math as measured by the May 2020 FSA. The problem is occurring because we need to continue to strengthen core math instruction and well-planned differentiation and intervention for all students. If this would occur, the problem of non-proficient students in math would be reduced by at least 10 percent (i.e., 26% reduced to 22%).
State the measureable outcome the school plans to achieve	The percent of all students in Grades 3-5 achieving math proficiency will increase from 74% to 78%, as measured by FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will ensure rigorous, differentiated student-centered instruction occurs daily through the effective use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines.
Rationale for Evidence-based Strategy	Through our development of a cohort of teachers participating and leading through our district's "MTLI" initiative, we will now have five teachers acting as embedded math coaches throughout our school. These teachers will be receiving additional PD and are empowered to facilitate PD and lead classroom learning walks with our staff in support of improvements to teaching and learning in mathematics. MTLI participants will therefore provide peer coaching, support for planning, and also improved instruction for their own students.

Action Step	
Description	1. Faculty will become familiar with our new Ready Classroom Mathematics content and resources. 2. We will support our ongoing math instruction through curriculum meetings, PLCs, providing teachers with feedback, and utilizing classroom videos to promote teacher professional growth. 3. We will empower mathematics teacher leaders participating in MTLI to facilitate our ongoing professional development and math-focused curriculum meetings through faculty and PLC meetings (i.e., individual grade-levels or vertical). 4. Teachers will structure the flow of our longer, continuous math blocks to plan core instruction, small group work and the use of interventions based on students' ongoing areas of strength and need.
Person Responsible	[no one identified]

#3	
Title	Science
Rationale	Our current level of performance is 72% of 5th Grade students were proficient, as evidenced by SSA results. We expect our performance on 5th Grade Science to be 77% of students demonstrating proficiency on the SSA in May 2020. The problem of students non-proficient in science is occurring because we need to continue to strengthen our vertical (i.e., Grades 3-5) core science instruction students to ensure students master 3rd through 5th grade science concepts and vocabulary that are included on the SSA exam. If well-aligned, rigorous standards-based science instruction (i.e., concepts and vocabulary) throughout Grades 3-5 would occur, our rate of proficient students would increase by 5% points.

State the measureable outcome the school plans to achieve	The percent of 5th Grade students achieving science proficiency will increase from 72% to 77%, as measured by SSA results in May 2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will utilize science assessments (K-5) to evaluate students' knowledge of core science vocabulary, context, and concepts in order to plan and provide differentiated, rigorous science instruction for all students.
Rationale for Evidence-based Strategy	A data-based approach to assessing students' science content and vocabulary knowledge across the K-5 grade-span will allow for teachers to more precisely plan science instruction that ensures higher levels of content mastery by all students.

Action Step	
Description	1. Develop, implement and monitor a data-driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment, identifying low-performing standards from the unit assessments and adding them to the review plan. 2. Analyze student data from each diagnostic and unit assessment, Grades 4-5, as well as cycle assessments, Grade 1-5, and plan follow-up instruction and adjustments accordingly. 3. Implement opportunities for academic vocabulary gaming in science and closely monitor student results. 4. Implement consistent opportunities for hands-on learning through the Science Lab and various "nature of science" concepts to support all students' growth in science.
Person Responsible	[no one identified]

#4	
Title	Family & Community Engagement
Rationale	In 2018-2019, Oldsmar held 17 parent/community engagement events, in addition to monthly SAC/PTA Board meetings and also PTA "spirit night" fundraisers. In total, six (6) of our 17+ school-wide events were focused primarily on academics and empowering parents as advocates (ex: Literacy Night, Math Night, Classroom Open House, MAP Data focus group, etc.). Our problem of the majority of family engagement meetings focusing mostly on general participation and entertainment will improve if we provide families with more opportunities to gain academic tools in support of their students' achievement at home.

State the measureable outcome the school plans to achieve	We will increase the number of our academically focused family engagement opportunities to at least eight (8) events throughout the year, by May 2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will more frequently provide academic tools to families in support of their students' achievement.
Rationale for Evidence-based Strategy	Family engagement has been a cornerstone of Oldsmar Elementary's success through the years, an in fact, "Learning is a Family Affair" has traditionally been the school's motto. When schools, families and the community partner together to provide parents with a greater amount of tools to support students' learning outside of school, children are more likely to achieve ongoing, successful outcomes in education.

Action Step	
Description	1. We will augment family engagement efforts to include more emphasis on academic tools, such as MAP results, Personalized Learning Pathway, and the scope and sequence of K-5 core content and curriculum. 2. We will intentionally focus on efforts that empower families with new tips and tools to support their child at home across the curriculum, especially ELA and Math. 3. We will provide face-to-face academic workshops for parents to increase student support at home. 4. We will provide families/parents with academic tools/resources on a regular basis (ex: through events, newsletters, various resources disseminated to families by our school).
Person Responsible	[no one identified]

#5	
Title	Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is that 27 different students received ODRs in 2018-2019, and increased from 18 students the previous year. We expect our performance level to be that no more than 18 different students will receive ODRs by May 2020. The problem in behavior performance is occurring because of our need to further implement Restorative Practices throughout our school, as well as create systems for increased communication among teachers and administrators when addressing Tier 1 and Tier 2 behavior concerns (i.e., core expectations and practices plus the next layer of support for students who require additional intervention). If more consistent Restorative Practices, positive student-teacher relationships, and teacher-administrator communication occurs, the problem (27 students received ODRs) will be reduced by 33%, as evidenced by Office Discipline Referrals (ODRs).

State the measureable outcome the school plans to achieve	The number of all students receiving ODRs will decrease from 27 to 18 or less by May 2020, as measured by dashboard behavior data.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	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, specifically Restorative Practices/PBIS.
Rationale for Evidence-based Strategy	When teachers and administrators work together to create conditions for learning that are nurturing and also provide opportunities for students' social-emotional learning and growth, then each student can demonstrate their greatest potential for success in school.

Action Step	
Description	1. We continue to utilize Restorative Practices (ex: circles, RP questions / reflection, formal conferences) to build positive relationships and classroom/ school culture. 2. Our RP trainer will expand training to include our support staff members (ex: cafeteria & office). 3. Teachers will focus on practices that ensure equity, specifically "voice & choice" and 6Ms throughout teaching and learning. 4. We will develop enhanced forms of communication among teachers and administrators to support the use of Restorative Practices as a tier-1 strategy (ex: teachers reporting mild behaviors and RP practices used; administrators providing documentation of RP used through discipline intervention process).
Person Responsible	[no one identified]

#6	
Title	Bridging the Gap
Rationale	In 2018-2019, 38% of our students who are Black/African American in Grades 3-5 demonstrated proficiency in ELA with 42% making adequate Learning Gains, and 38% demonstrating proficiency in Math with 50% making adequate Learning Gains in Math. This represents a decrease in the overall performance of our students who are Black/African American over the previous school year. If teachers further implement culturally relevant teaching practices and expand participation in extended learning opportunities to intentionally bridge this gap in our students' performance, than our current achievement would decrease by at least 50%.
State the measureable outcome the school plans to achieve	The percent of our students who are Black/African American who demonstrate proficiency in ELA and Math will increase from 38% to at least 60% as measured by the FSA in May 2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will implement culturally relevant teaching practices across all classrooms and settings (i.e., core instruction and ELP), including effective use of the "6 Ms" (ex: mouth, music, movement, monitoring, etc.), deliberate use of diverse cultural references in lesson content, and intentional supports for students in the area of vocabulary development across the curriculum.
Rationale for Evidence-based Strategy	If teachers more readily infuse culturally relevant practices throughout instruction, closely each monitor students' progress, and intentionally promote students' participation in ELP to help meet individual learning needs, than student success and proficiency will increase at Oldsmar and our achievement gap will significantly decrease.
Action Step	
Description	1. We will ensure staff has access to real-time data specific to African American/Black students in order to have effective data chats and targeted support for improved learning. 2. We will continue to implement Restorative Practices throughout the school. 3. We will provide training for culturally relevant disciplinary practices and ensure strong implementation. 4. We will implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. 5. We will implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 6. We will ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
Person Responsible	[no one identified]

#7	
Title	ESE Performance
Rationale	At present, 39% of our students with disabilities in Grades 3-5 demonstrated proficiency in ELA and 53% demonstrated proficiency in Math, with 54% making adequate learning gains in ELA and 77% making adequate learning gains in Math, as measured by the FSA. If our teachers more effectively help students with disabilities improve their foundational literacy skills and abilities to read and demonstrate comprehension of complex, grade-level appropriate texts, then the problem of students with disabilities not demonstrating proficiency in ELA would be decreased by at least 20% (i.e., decreasing from 62% to 50%).
State the measureable outcome the school plans to achieve	The percent of our students with disabilities who demonstrate proficiency in ELA will increase from 38% to at least 50% by May 2020, as measured by the FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Students requiring ESE services will work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy	When regular education and ESE teachers intentionally collaborate and provide purposeful, differentiated instruction in ELA and Math to meet the needs of students with disabilities, our ESE students' success and overall achievement in these core content areas will significantly improve.
Action Step	
Description	1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs. 2. Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services. 3. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.
Person Responsible	[no one identified]

#8	
Title	ELL Performance
Rationale	At present, 36% of our students in Grades 3-5 identified as English Learners demonstrated proficiency in ELA and 64% demonstrated proficiency in Math, with 40% making adequate learning gains in ELA and 70% making adequate learning gains in Math, as measured by the FSA. Moreover, 71% of our students identified as English Learners made adequate progress in achieving language proficiency, as measured by WIDA/Access test results. If our school more effectively defined our approaches to educating English Learners, the problem of EL students not demonstrating proficiency in ELA would decrease by at least 10% (i.e., from 64% to 58%).
State the measureable outcome the school plans to achieve	The percent of our students identified as English Learners who demonstrate proficiency in ELA will increase from 36% to at least 42% by May 2020, as measured by the FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Teachers will plan and deliver instruction to EL students based on their levels of English language proficiency. The instruction will be aligned with grade level standards and will include language language objectives, across the content areas.
Rationale for Evidence-based Strategy	When regular education teachers can clearly define their approaches to ensuring success and growth for our EL students and intentionally plan opportunities for differentiated instruction (ex: response types, content, additional vocabulary supports, etc.), then our EL students' success and achievement in acquiring language and reading proficiency will significantly increase.
Action Step	
Description	1. We will utilize Ellevation to obtain EL students' language proficiency levels, and we will use this data to inform our instructional planning. 2. We will communicate our approach to all staff members (in addition to instructional approach, define and communicate your engagement strategies for ELs). 3. We will provide professional learning opportunities for teachers and staff to plan and implement effective instruction that engages English Learners to advance learning and language development across all content areas. 4. We will clearly delineate our staff members' responsibilities for teaching EL students according to the ESOL at a Glance document by providing quality, aligned resources and ESOL-specific professional development for teachers. 5. We will utilize and monitor the implementation of "Can Do" descriptions and the "Model Performance Indicators" during planning and instruction throughout all classrooms (i.e., ensure we are meeting the language development needs of all EL students). 6. Teachers will provide grade-level, standard-based instruction that will support the academic and language development of EL students.

7. We will ensure all students in "LY" status receive appropriate accommodations throughout instruction and on assessments.

Person Responsible	Brandi Williams (williamsbran@pcsb.org)

#9	
Title	Gifted Students Performance
Rationale	At present, 72% (16 of 22) of our students identified as gifted in Grades 4-5 demonstrated adequate learning gains in ELA and 68% (15 of 22) demonstrated adequate learning gains in Math, as measured by the FSA. The problem is occurring because our gifted students are not sufficiently clustered into fewer classrooms and are not yet receiving properly differentiated instruction. If we improve these scheduling and instructional practices, then 100% of our gifted students in grades 4-5 who demonstrated proficiency in ELA (95%) and Math (95%) would also make adequate annual learning gains as measured by the FSA.

State the measureable outcome the school plans to achieve	100% of our students identified as gifted in Grades 4-5 who demonstrate proficiency in ELA and Math on the FSA will also demonstrate making adequate annual learning gains on the FSA by May 2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Our staff will utilize data to organize students, including those in the gifted program, to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy	When teachers intentionally plan for the needs of each student, including intervention, enrichment, and strategies to increase student engagement for all learners, than all students can better work toward achieving their highest level of academic potential.

Action Step	
Description	1. Selected teachers in 4th and 5th grade will obtain micro-credentials in gifted education so that they can better differentiate for gifted learners. 2. Students in Grades 4-5 in the gifted program will be clustered into select homerooms, along with additional highly talented learners, led by teachers who are engaging in additional district training and support. 3. Teachers will intentionally plan specific strategies and resources for differentiation (using MAP and/or FSA data) for gifted learners (ex: provide folders with engaging tasks students can grab when they are finished early) and administration will monitor their progress with this initiative and provide timely feedback.
Person Responsible	[no one identified]

#10	
Title	Student Attendance
Rationale	Our current attendance rate was 94.6% in 2018-2019. We expect our performance level to be greater than 95.5% by May 2019. The problem/gap in attendance is occurring because 17% of our K-5 students missed at least 10% of school. If sustained intervention and communication with families by CST and our teachers would occur, the problem would be reduced by 20% (i.e., 17% reduced to 13%).
State the measureable outcome the school plans to achieve	The percent of all K-5 students missing more than 10% of school will decrease from 17% to 13% by May 2020, as measured by attendance dashboard data.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will analyze and review our data for effective implementation of our strategies by monitoring data through CST and implementing plans for increased communication with families of students who are absent.
Rationale for Evidence-based Strategy	When a comprehensive approach to encouraging regular student attendance, monitoring attendance data, maintaining consistent communication with parents, and providing some incentives for students to improve their attendance, then our students' attendance rates will improve and the amount of students missing 10% or more of school will decrease.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Develop and implement attendance incentive programs and competitions. 3. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 4. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 5. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared, send home "blue notes" in student binders to inquire about absence reasons if no prior parent contact was made through email or phone).
Person Responsible	Deborah Manning (manningde@pcsb.org)

#11	
Title	Healthy Schools
Rationale	Our current level of performance is 6 of 7 Healthy Schools modules were eligible for Bronze of higher, as evidenced by our "Alliance for a Healthier Generation" assessment progress. We expect our performance level increase so that 7 Healthy Schools eligible for Bronze or higher by April 2020. The problem/gap is occurring because we need to formalize our processes and supports for student services (ex: counseling referrals, mental health assistance). If our student services system improvements would occur, the problem would be reduced by 1 less module assessed below Bronze.
State the measureable outcome the school plans to achieve	The number of all modules assessed at Bronze or higher will increase from 6 to 7, as measured by the Alliance for a Healthier Generation, by April 2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will assemble a healthy schools team made up of at least five individuals (i.e., Wellness Champion (Teacher), PE teacher, Administrator, Child Nutrition Manager, Social Worker/or School Counselor) to evaluate our school's progress toward the Healthy School Program Framework criteria, and this team will intentionally plan and lead school improvement for our students in this area.
Rationale for Evidence-based Strategy	When educators from across various disciplines collaborate around a common goal of student and adult wellness, then changes and improvements will occur that positively impact all students, leading to healthier lives and greater academic success at school.
Action Step	
Description	1. Assemble a Healthy School Team that includes instructional, support and student services staff, and ensure the team holds regularly scheduled meetings that area focused on this area of school improvement. 2. Ensure representatives from the Healthy School Team attend relevant district professional development. 3. Complete the Healthy Schools Program Assessment, also in sufficient time to apply for Bronze level recognition, or higher (i.e., February 2020). 4. Complete the SMART snacks in School Documentation. 5. Continue to monitor and further implement our Healthy Schools action plan – focusing on improving and maintaining each of our 7 target modules.
Person Responsible	[no one identified]

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)

1. We will expand the use of Learning Boards to track students' progress across ELA and Math standards, with evidence of mastery being monitored and displayed in all classrooms.
2. Teachers will be provided a full day at least once per semester for intensive data analysis to inform instruction and differentiation, as well as long-term planning and organizing of aligned resources.
3. We will ensure a focus on equity in education for all students through targeted professional development and ongoing conversations through faculty/PLC meetings.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

n/a

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

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

n/a

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

n/a

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

n/a

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

Part V: Budget

1	III.A	Areas of Focus: English Language Arts				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	2961 - Oldsmar Elementary School	School Improvement Funds		$0.00
			Notes: We would like to utilize School Improvement Funds to pay for one full day (i.e., TDE) of student data analysis, intensive planning, and classroom learning walks for each team, Grades K-5. This will occur on different days for each team during the middle of the first semester. This budget expenditure/TDE will contribute positively to our growth in all academic areas of improvement			
2	III.A	Areas of Focus: Math				$0.00
3	III.A	Areas of Focus: Science				$0.00
4	III.A	Areas of Focus: Family & Community Engagement				$0.00
5	III.A	Areas of Focus: Conditions for Learning				$0.00
6	III.A	Areas of Focus: Bridging the Gap				$0.00
7	III.A	Areas of Focus: ESE Performance				$0.00
8	III.A	Areas of Focus: ELL Performance				$0.00
9	III.A	Areas of Focus: Gifted Students Performance				$0.00
10	III.A	Areas of Focus: Student Attendance				$0.00
11	III.A	Areas of Focus: Healthy Schools				$0.00
					Total:	$0.00