



# **School Improvement Plan 2017-18**

## **Oldsmar Elementary School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



# Vision and Direction

School Improvement Plan 2017-18

## School Profile

<b>Principal:</b> Jeffrey Moss, Ed.D.	<b>SAC Chair:</b> Kayla Andux
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	4%	6%	22%	4%	63%	-

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	62	62	75	78	64	65						
Learning Gains All	54	62	61	69								
Learning Gains L25%	51	49	41	50								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Pre-K	Kathleen	Dupuis	FT	4-10 years
Kindergarten	Victoria	Wilhelmi	FT	20+ years
1 <sup>st</sup> Grade	Audrey	Lopez	FT	11-20 years
2 <sup>nd</sup> Grade	Kimberly	Kantrowitz	FT	4-10 years
3 <sup>rd</sup> Grade	Alicia	Montoya	FT	4-10 years
4 <sup>th</sup> Grade	Bridget	Behrmann	FT	4-10 years
5 <sup>th</sup> Grade	Shannon	Munson	FT	4-10 years
ESE/Gifted	Elaine	Dunson	FT	11-20 years
Specialists	Jessica	Putnam	FT	11-20 years
Counselor	Deborah	Manning	FT	20+ years
School Psychologist	Janelle	Willett	Itinerant	4-10 years
Social Worker	Kristin	Hillman	Itinerant	Less than 1 year
Assistant Principal	Brandi	Williams-Miller	FT	1-3 years
Principal	Jeffrey	Moss	FT	1-3 years
<b>Total Instructional Staff:</b>	<b>49</b>	<b>Total Support Staff:</b>	<b>27</b>	



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The school has developed a positive school-wide behavior plan that addresses student behavior expectations. Within this plan are specific, common guidelines for classroom as well as campus common areas. These expectations are clearly posted throughout the common areas on the school campus (ex: Cafeteria – Inside Voices, Stay in Seats, Show Respect for One Another, etc.). Individual grade levels have established behavioral criteria based on the SWBP that recognizes and addresses appropriate student behavior. All staff members receive a school overview of the SWBP at the beginning of the school year. Based on the plan, daily communication is established between teacher and parents as well as individual reinforcements related to academics and behavior. Moreover, our SBLT worked intentionally in preparation for this school year to analyze and, where necessary, update/revise our schoolwide expectations to align with the “Restorative Practices – PBIS” alignment document. Likewise, we revised our Faculty Handbook and reviewed during pre-service our “Guiding Principles” as a staff to ensure a safe and nurturing environment for each student in which we “teach positive behaviors,” not merely “punish” for misbehaviors, and always enact “discipline with dignity” for our entire student population.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

The implementation of our SWBP starts in the classroom: Teachers establish clear expectations and procedures for all students that are consistent with our schoolwide expectations. Each teacher develops a classroom management plan (*aligned with our SWBP*) that is sent home to students/parents, included in various forms through student daily agendas (*i.e., planners*), and that is also posted in each classroom for all to see. In addition, we have schoolwide expectations in common areas throughout the campus, such as the cafeteria, car-rider circle, and breezeways/hallways. Our teachers and administrators work together to provide students with reinforcements, such as specific praise and recognitions on morning announcements, grade level behavior celebrations (each grading period), “students of the month,” “spirit sticks”, time earned each week toward “Fun Friday” activities, and various classroom positive reinforcements (ex: chance tickets, class bucks, earning eggs, etc.). To redirect students who exhibit negative behaviors, teachers follow their classroom management plans with consistency. When/where needed, teachers, counselor and administration also work together to counsel/redirect students, reteach desired behaviors, and communicate with families on an as needed basis. We are also learning this year about “Restorative Practices Questions” in which we allow students time and direction to process their various behaviors, connect their behaviors to natural consequences, and restore relationships with peers teacher/staff so that students continue to feel meaningfully connected to the school community.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Oldsmar Elementary utilizes the MTSS District Guidebook to establish our tiers of support (Tier 1: Core; Tier 2: Intervention, Tier 3: Intensive Intervention), as well as a data-based problem-solving approach to analyzing student performance and matching intervention/enrichment opportunities to match the needs of

each students. Our School Counselor, Psychologist, Social Worker and SBLT are integral in providing support for staff members as we guide each student along the MTSS continuum based on their individual/unique needs. Along these lines, we provide students with social/emotional needs with small groups and individual counseling to meet the social-emotional needs of all students. All classes in K-5 also receive monthly guidance lessons (provided by the guidance counselor) aligned with restorative practices and character education. In addition, Oldsmar Elementary utilizes school-based and community volunteer mentors as resources to support our students' social-emotional needs. As mentors are trained they are paired with identified students. Our relationships with Nielsen Media and AJAX Construction are flourishing, and their staff has pledged additional support for our students. Some of our parents are also provided with community-based resources to support their children as needed.

**Data-Based Problem Solving**

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Teachers and administrators meet weekly as PLCs to discuss ongoing progress of our students, review relevant data, and make adjustments/plan interventions accordingly based on students' social/emotional needs. For students who present more intense needs, we identify/implement specific behavioral/emotional interventions and/or work directly with our School Counselor to provide appropriate services and make referrals as needed. Teachers can also refer students directly to our Behavior Support Team (BST) on a case-by-case basis. We will provide additional training to staff this year on how referrals to BST should operate as well as how our SBLT/MTSS Team will support problem-solving around students' behavioral/social needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Students are monitored through various data resources such as Performance Matters, Focus (to track attendance/discipline referrals) and classroom agendas/behavior plans (i.e., teachers communicate daily with parents about students' school behaviors and progress). Our MTSS Team monitors behavior data monthly. For students needing more support, Tier 2 interventions are implemented and monitored. For students needing more intensive, individualized behavior support, they are referred to our Student Services Team to develop Functional Behavior Assessments (FBA) and/or Positive Behavior Intervention Plan. Moreover, our Child Study Team monitors attendance every 2 weeks, led by our School Social Worker, School Counselor and Administration. Students who exhibit excessive unexcused absences from school are referred to the Truancy Intervention Program (TIP). To monitor students' health/fitness, our Physical Education Teachers conduct "Fitness Gram" screenings and findings are notified twice per year about their student's results.

Other ongoing actions include our bi-monthly child study teams, including administration, Counselor, Social Worker and Behavior Support district personnel that address students that have missed 10% or more of school and look for trends of why students are not attending at your school. We utilize the attendance codes for this purpose and complete the PSW for Attendance, quarterly, to assist with problem solving to determine the most common reasons/barriers your students miss school. As we review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent, we seek to find workable solutions for students as well as inform/remind parents of the importance of regular attendance at school.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Lesson plans are monitored weekly by administration and teachers given feedback where needed. Walkthroughs will be revamped to align better with our SIP goals and initiatives. As walkthroughs occur, teachers will be given specific/timely feedback on how walkthroughs align with Deliberate Practice Plans and our SIP. Administrators and Teachers utilize the Marzano Instructional Framework and Teacher Evaluation Model to ensure that: (a) instruction is student-centered/rigorous and aligns with Florida Standards and Marzano framework for levels of complexity; (b) all students are aware of clear standards-based goals for learning; c) teachers are providing meaningful feedback for learning throughout daily lessons; and (d) instructional adjustments are made based on students’ mastery of standards and individual performance (i.e., differentiated instruction across the curriculum). Our SBLT meets bi-weekly to discuss ongoing areas of need for our school and problem-solve, as well as communicate with staff/stakeholders about our school progress. In addition, our administration will work proactively with any teachers who need to further differentiate instruction and/or who may struggle with implementing core instruction, providing opportunities for quality peer observations/time for meaningful reflection, guide them toward additional professional development based on specific areas of need.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
By April 2018, we will learn about and begin to implement Restorative Practices across our school, complete staff and stakeholder climate surveys, and as such will promote and strengthen positive school culture and enhance pro-social relationships within the school community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Our Restorative Practices Team (who attended 3-day training, June 2017) will present an introduction of Restorative Practices (RP) to the staff as well as administer, collect/analyze a RP reflection questionnaire.	Jeff Moss, Brandi Williams, Debbie Manning, Alicia Montoya, Kimberly Johnston
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
<i>By the Spring of 2018, we will close by at least 10% the achievement gap in ELA/Math between African-American students and other subgroups who performed higher in 2016-17.</i>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
*Rigorous, Culturally Responsive Instruction – Provide additional PD in Dr. Conage’s “6 Ms” strategies (continued from 2016-17), as well as targeted PD for teachers on how to be intentional and equitable with culturally responsive instruction to increase student engagement in daily rigorous instruction (ex: music/movement; culturally-relevant texts; morning meetings; 60-second ‘hooks’ for lesson; explicit vocabulary instruction; consistent monitoring of learning/data). *Restorative Practices – RP team will provide introduction to the staff and will model restorative circles during pre-school meetings. This will help ensure there remains no disproportionality in discipline referrals for our African American students as compared to other race/ethnicity subgroups. *ELP – Monitor participation in ELP opportunities before/after school (on campus) as well as students’ use of digital resources provided for beyond the school day (e.g., home use of ST Math, iStation, etc.).	Jeff Moss, Brandi Williams, RP Team, SBLT



# Standards-Based Instruction for Learning

Connections: District Strategic Plan ● Goals 1,2,4,5  
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Focus on Marzano goals/scales continued to be an area of focus for our staff in 16-17;  
Majority of teachers included scales/goals/framework as part of DPP and monitored progress individually as well as through the evaluation model  
Instructional Support Model (ISM) data - Nov 2016: Teachers’ lessons aligned with standards 93%; Rigorous instruction 47% (Depth of knowledge level 2 or higher); Level of knowledge appropriate for task 93%; Differentiated instruction evident (UDL) 14%;  
PLC discussions on raising rigor and taxonomy level of thinking in student learning activities throughout daily lessons (Jan 2017)  
Weekly plans submitted by teachers and monitored by admins for alignment of standards; inclusion of student-centered/rigorous activities

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

We need to put data-based practices in place to ensure growth in the % of students of who make annual learning gains across all sub groups in ELA / Math. In 2016-17, 54% of all students made annual learning gains in ELA and 61% in Math (both were 8pt decreases for us). For our L25 students, 51% made gains in ELA (slight increase) and 41% in Math (9pt decrease). Thus, in particular, we need to focus heavily on ensuring learning gains are met by all 4<sup>th</sup>/5<sup>th</sup> grade students and especially our L25 students in ELA/Math.  
To accomplish these needed areas of improvement, we will focus on differentiated literacy instruction and culturally responsive instructional practices.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Review previous FSA data + SAT-10; Analyze MAP data 3 times throughout the year (describe who/what/when); ELA -- module assessments, informal writing assessments/prompts, running records, DIBELS, iStation, and AIMS Web; Math -- Unit quizzes, daily formative checks for learning, ST Math, and analyzing daily student work samples; Science -- Lab pre-post quizzes, SLAG tests for success criteria; teacher monitoring/formative assessment during lab/classroom activities, and (1<sup>st</sup> and 2<sup>nd</sup>-only) quarterly cycle assessments vs. MAP.  
OVERALL - Daily checks for learning across the curriculum: In general, building upon our work with Marzano goals/scales – digging more into unpacking and working towards mastery of standards with students. This will tie into improvements with students setting, understanding & working towards personal learning goals.

**How we will use this data –**  
We will establish and utilize a unified spreadsheet accessible by all teachers for tracking EACH student and where they fall in the MTSS continuum, core, what they’re doing during intervention, are they in ELP (intervention and/or enrichment), etc. This will build upon our discussions from 2016-17 of building a “culture of data” at our school. Formative and summative assessment data is analyzed and discussed weekly at PLCs and also at data chats with administration. School wide data is also discussed at SBLT meetings.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

<p><b>MTSS:</b> To support all students reaching grade level proficiency, each PLC closely monitors student performance and makes recommendations for students who need further academic intervention (ex: Reading Intervention Tutoring, Extended Learning). Teachers and administration will collaborate on maintaining and continually analyzing “data snapshot” master database to closely monitor the progress of EACH student at our school, as well as ensure each student who needs at least Tier 2 intervention is served. Students with the most intensive needs receive individualized interventions (Tier 3) utilizing a Problem-Solving Worksheet (PSW).</p> <p><b>Transitions from level to level:</b> All incoming Pre-K and Kindergarten students are invited to a special Open House/Orientation session to start the year. Community Pre-K programs come and tour our Kindergarten classrooms each spring. Furthermore, before the start of each school year, all new families to Oldsmar are also invited to a New Student Orientation (<i>in addition to their particular grade-level’s Open House session</i>). Toward the end of the school year, the feeder middle school 6<sup>th</sup> grade Counselor visits our 5<sup>th</sup> graders to discuss middle school expectations/opportunities/electives, answer questions and prepare them for scheduling. Our 5<sup>th</sup> grade students are also invited to a Middle School Transition Event twice during the school year to visit, learn about the school, and (in the Spring) choose their electives. In 2016-17, we also added a “Curriculum Transition Night” where students/parents were invited to attend a presentation by the next grade-level up geared toward explaining the rigors of the coming grade-level and resources parents could use to help prepare students during the summer. Additionally, we will continue to actively promote student enrollment in Summer Bridge to reduce summer loss of learning.</p>
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**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
We implement the 6 Ms model for culturally responsive instruction in 100% of classrooms by the 3 <sup>rd</sup> quarter of the 2017-18 school year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom walkthrough tool and review of lesson plans to monitor for 6 Ms of culturally responsive instruction in all classes.	Jeff Moss, Brandi Williams, classroom teachers
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
We will increase our use of differentiated literacy instruction through implementation of Jan Richardson Guided Reading in 100% of regular education classrooms by the 3 <sup>rd</sup> quarter of the 2016-17 school year.	
<b>How are data collected and analyzed to monitor implementation of this strategy?</b>	<b>Name of person(s) responsible</b>
Classroom walkthrough tool and review of guided reading plans to monitor for effective use of Jan Richardson Guided Reading lesson templates	Jeff Moss, Brandi Williams, classroom teachers



## Collaboration for Professional Growth

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2,

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

AdvancEd Staff Survey data indicated that teachers want to hold themselves and administration more accountable for our students’ success. Moreover, there was indication that teachers want a greater degree of differentiated professional learning opportunities based on their varied needs and professional growth plans. We see a need at Oldsmar for our teachers need to peer-observe in each other’s classrooms and see examples of best practices around our SIP initiatives. We also put in place some new initiatives through our hospitality committee to help with team-building and collegiality; we look to continue/expand upon these.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

PLC meetings will continue on a weekly basis, with the addition of “vertical PLC meetings” taking place once per month. This will provide focused time for regular education and ESE teacher to collaborate and sync up instructional plans (ex: aligning rigorous literacy instruction in the regular ed/ESE settings). Implement more time for peer observation and common planning time to analyze student data and adjust instructional plans through the use of TDEs staggered throughout the school year, occurring after MAP assessments are completed and at other various times to support our SIP professional development goals (differentiating literacy, 6Ms culturally responsive instruction).

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

This past year our focus area was digging deeper into Marzano’s Instructional Framework and creating goals and scales intentionally and with fidelity. Evidence of this has been displayed in classrooms that show increased teacher effectiveness and student learning. Our next steps are to continue focusing on the Marzano Framework PD, as well as goals and scales across all content areas. We will also begin implementing Guided Reading across all grade levels. For this to take place, guided reading PD will be facilitated by either “Just in time coaches” or our “expert in-house” staff members. It is our belief that a unified reading intervention will increase reading success in our students.



**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Jan Richardson’s Guided Reading (JIT Coaching Visits + Embedded Coaching by Teacher Leaders)	Planning w/ Literacy Team and coaching visits begin Sept. 2017	Begin w/ 2 <sup>nd</sup> grade, then 3-5 ELA and K-1 Teachers	Guided Reading will be implemented to fidelity following the Jan Richardson model as a Tier 2 reading intervention across all K-5 classrooms
Math Coaching for K-5 (District Mentor Coach + Teacher Leaders attending MTLI)	MTLI planning in summer; Initial coaching visit 8/28/17; ongoing, targeted activities throughout year	K-2 Teachers + 3-5 Math Teachers	Build teacher capacity for providing students w/ rigorous problem-solving opportunities; also, building stronger number sense and computational fluency for all students K-5
General Peer Observations & Debriefing/Planning Opportunities: TDE Planning/Data days	Team TDEs-once per quarter (3 total)	K-5 Grade level teams	Conduct targeted peer observations based around DPP/SIP goals; Debrief on observations; Analyze student performance, observed best practices, and plan lessons and assessments based on this info
Restorative Practices – Initial professional development w/ staff	RP Team training in Summer; Initial 2-hour meeting 8/2/17; 2 <sup>nd</sup> training 10/16/17; Additional Trainings to occur by end of April 2018 during vertical PLC/Faculty Meetings	All Instructional, Support and Administration Staff	-Staff will learn about and reflect upon current practices and Restorative Practices through staff trainings; -Teachers will implement at least one RP student circle per week; -RP will become fully meshed with our Schoolwide Positive Behavior Support Plan by the end of the school year
Continue PD initiative based on Dr. Conage’s 6Ms of instruction (through PLCs)	Various PLC sessions throughout 1 <sup>st</sup> semester	Instructional Staff	Teachers will evaluate lesson plans and instructional practices, identifying ways to embed 6Ms (continues from 2016-17 SIP).



# Family and Community Engagement

Connections:

District Strategic Plan ● Goals 1,3,6,7  
Marzano Leadership ● Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

It is evident through survey results and informal interactions, events, and meetings that many families feel welcome in our school, that our teachers inform parents about student progress, and that we help parents understand their children’s progress at school. Parents being provided opportunities to be involved in school was the only area in AdvancEd where our parents agreed less than the PCS elementary school average (i.e., 78% vs. 81.3%).

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

This past year, we expanded our family events that focus on empowering parents with tools to help students succeed to include:

- Open House/Orientation Sessions** (August): Share grade-level/class expectations & curriculum highlights, opportunities to participate actively at school, orientation for families new to Oldsmar Elementary
- Literacy Night** (November): Teachers demonstrate and model literacy activities for parents, showcase and teach parents about iStation and how we use this data to drive literacy improvements for students, students also engage in literacy/spirit-themed activities throughout the evening.
- Curriculum/Transition Night** (May): Grade-levels present to families of next year’s students about curriculum highlights, for avoiding summer slide, helpful links, and some basic materials (ex: flash cards) and take-home strategies; also, staff advocate for Summer Bridge enrollment in all classrooms

## Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

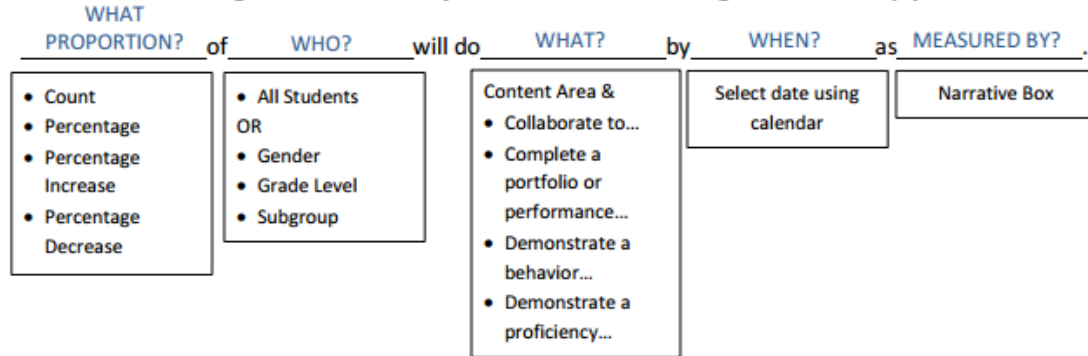
 **Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
We will strive for at least 60% of our parents staying consistently engaged as measured by attendance at family events, parent-teacher conferences, and through various volunteer opportunities.	
<i>What is the key strategy that you will implement to accomplish this goal?</i>	<i>Name of person(s) responsible</i>
Continue family Spirit Nights, various PTA family events, and school evening events (Literacy night, curriculum night, and math night); also, parent-teacher conferences as a measure of engagement.	PTA, Family and Community Liaison, Brandi Williams, Jeff Moss, classroom teachers
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Oldsmar would strive to increase our school’s involvement with the City of Oldsmar (i.e., school presence at local city council meetings, events, and initiatives).	
<i>What is the key strategy that you will implement to accomplish this goal?</i>	<i>Name of person(s) responsible</i>
Hundreds of Oldsmar students will submit artwork for the Oldsmar City Hall art show. The Mattie Williams Neighborhood Center will provide onsite tutoring for at-risk 4 <sup>th</sup> and 5 <sup>th</sup> grade students. Our Great American Teach-In (schoolwide) community volunteers present career/hobby interests to our students. Community resource fair provides information regarding outside educational/recreational resources for our families. Adopt-a-Class is where business partners donate monetarily to support classroom initiatives. Community volunteers and mentors work individually or in small groups with our students to support academic achievement/attendance. Oldsmar Cares makes available Pac-A-Sac resources that provides our low income families with nutritious food for the weekend. Canned food drive is an opportunity for our students and families to support the community. Oldsmar Eastlake Rotary Club recognizes a student and their family at their monthly luncheon.	PTA, Family and Community Liaison, Brandi Williams, Jeff Moss, school counselor

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



ELA / Reading Goal	Goal Manager: Brandi Williams-Miller & Jeff Moss
The number of our 3 <sup>rd</sup> – 5 <sup>th</sup> grade students meeting proficiency on FSA for ELA in 2017-2018 will increase from 54% to at least 59%. At least 59% of all students and 50%+ of students in the Lowest 25% of performance level from 2016-17 will demonstrate annual learning gains on the ELA FSA in 2017-2018.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers will engage students in small-group reading instruction utilizing the Jan Richardson guided reading framework (as well as other small group methods) to meet the unique learning needs of our students.	-Use of guided reading lesson templates to fidelity -Running records other formative assessments of fluency / comprehension -MAP assessments (3 times/year)
Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading and closely reading complex text, writing, speaking, and listening on daily basis. Related to this, teachers will provide students with actionable feedback on their progress toward ELA standards.	-Time for independent/partner reading built in daily lesson plans for ELA -Running records other formative assessments of fluency / comprehension -MAP assessments (3 times/year)
Students with identified deficits in reading will receive additional reading instruction in a small group setting through our extended learning plan (Grades K-2, during the school day with hourly employed interventionist, Grades 2-5 afterschool w/ extended learning tutors).	Progress Monitoring twice per month using DIBELS probes (data graphed & then reviewed by SBLT)
All students will receive on-line, supplemental learning opportunities through “iStation” at least once per week; Students identified as Tier-2 and Tier-3 of MTSS will receive 1-2 additional sessions on “iStation” in their classrooms	Monthly “iStation” assessments and student data reports

Mathematics Goal	Goal Manager: Jeff Moss, Andrea Dreaden & Alicia Montoya
The number of our 3 <sup>rd</sup> – 5 <sup>th</sup> grade students meeting proficiency on FSA for Math in 2017-2018 will increase from 75% to at least 80%. At least 59% of all students and 50%+ of students in the Lowest 25% of performance level from 2016-17 will demonstrate annual learning gains on the Math FSA in 2017-2018.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>-Teachers will utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS).</p> <p>- Teachers will utilize systemic resources provided on the Elementary Mathematics e-Learn site (Curriculum Guides, Effective Planning Documents, Content Guides, Games Documents, Rich Mathematical Tasks, Learning Goals &amp; Scales).</p>	<p>-MAP assessments (3 times/year)</p> <p>-Unit assessment/quizzes</p> <p>-Ongoing Formative Assessments for learning (daily)</p> <p>-ST Math student progress data</p>
<p>-Math teachers will utilize high yield instructional strategies to develop students' number sense, flexibility with problem-solving, and fluency alongside a growth mindset for math.</p> <p>-Administration and two teacher leaders will collectively attend the "Math Teacher Leader Institute" and use the information gained to develop a professional development plan for teachers in grades K-2 and 3-5 for improving math instruction as needed</p>	<p>-Completion of the MTLI (admin + 2 teachers)</p> <p>-Effective use of PLC / TDEs to implement PD plan for math</p> <p>-Monitoring of student performance data in math (same as above)</p>

Science Goal	Goal Manager: Brandi Williams-Miller & Jeff Moss	
<p>The number of our 5<sup>th</sup> grade students meeting proficiency on SSA for Science will exceed the district/state proficiency rates by at 12% or more as measured by state and district standardized assessments (2016-2017 cohort scored 11% above district average).</p>		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>Science teachers in 3<sup>rd</sup>-5<sup>th</sup> grade will establish routine practice of the 10-70-20 instructional model for students (i.e., 10% purpose, 70% core science, 20% confirming learning) by monitoring the consistent use of the 5E lessons/Science Learning Activity Guides (SLAGS) and providing on-going formative assessments</p>	<p>-Monitoring of SLAGs</p> <p>-Pre- and post-tests in Science Lab</p> <p>-Post-tests in Unify (unit tests)</p> <p>-MAP assessment results (3 times/yr)</p> <p>-On-going monitoring of student activities</p> <p>-SSA student performance data (June 2018)</p>	
<p>-Science teachers in grade 5 will develop a plan for 3<sup>rd</sup>/4<sup>th</sup> grade standards review based on results of the Diagnostic Assessment for science in August 2017.</p> <p>-All 3<sup>rd</sup>-5<sup>th</sup> grade teachers will embed opportunities for science vocabulary review throughout the school year</p>	<p>-Diagnostic Assessment administered to all students in first weeks of school</p> <p>-Daily learning activities will include varied opportunities to review science vocabulary aligned with SSA</p> <p>-Use data from post-tests (Unify), science lab and diagnostic to identify / prioritize vocabulary to be used during "academic gaming weeks" built into curriculum timelines</p>	

### Other School Goals\* / Use Only as Needed

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> STEM	<b>Goal Manager:</b> Jeff Moss, Bridget Behrmann, Savannah Nolan
We will maintain our after school STEM Academy and expand it to include 2 <sup>nd</sup> and 3 <sup>rd</sup> grade academies, in addition to our 4 <sup>th</sup> and 5 <sup>th</sup> grade academies administered the past several years.	
Actions / Activities in Support of Goal	Evidence to Measure Success
STEM Academy teachers will promote enrollment for the STEM Academy to all students in grades 2-5 with an increased focus on the under-represented populations: females and minorities.	Increased enrollment at Oldsmar ES in STEM Academy over 2016-17 from 40 to 80 students
STEM Academy teachers in collaboration with our students, will develop an annual STEM Academy newsletter to be used for the purpose of communicating with all stakeholders (students, parents, staff members, community partners)	STEM Newsletter will be developed with input and/or submissions by all students and disseminated to all stakeholders by April 2018

### Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Jeff Moss, Brandi Williams
We will take significant steps to eliminate our academic achievement gaps between Black and White students by closing our gaps by at least 10% in ELA, Math and Science during the 2017-18 school year.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
We will provide targeted professional development and additional coaching to teachers on culturally responsive practices, such as through literacy instruction, to increase rigor and student engagement for students who are Black.	Lesson plans will be embedded with culturally responsive practices. Walkthrough data will indicate clear, consistent examples of culturally responsive practices in all classrooms.
We will implement culturally responsive instructional practices in classrooms such as cooperative/small-group settings, music/movement/speaking, explicit vocabulary instruction; as well as close monitoring of each students' academic progress.	Performance levels on MAP assessments and FSA in ELA, Math & Science state assessments will increase, moving us toward our goal of eliminating gaps.

Subgroup Goal (ELL)	Goal Manager: Jeff Moss & Brandi Williams
We will take steps to ensure each student who is ELL makes annual learning gains on FSA in ELA and Math.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
We will ensure that ELs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level academic content standards, while being supported in developing and using authentic language.	-Teachers will effectively engage ELs in daily lessons and advance learning and language proficiency across the curriculum and provide ongoing feedback.

	-Teachers will provide explicit vocabulary instruction that supports learning in each academic content area.
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<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Jeff Moss, Brandi Williams
We will raise our overall proficiency level by at least 10% for students requiring ESE services across the content areas as measured by MAP assessments and FSA tests.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Our students requiring ESE services will work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE) <ul style="list-style-type: none"> <li>- We will intentionally plan specially designed instruction to address IEP goals and grade level standards</li> <li>- We will provide for ongoing collaboration with all stakeholders, including ESE and general education teachers, as well as parents, administrators, school-based staff that support students in ESE</li> <li>- We will use evidence-based practices for students with disabilities to teach/scaffold for foundational literacy and math skills as a pathway to grade level work.</li> </ul>	-IEP goal progress monitoring/updates; -MAP assessment results data -Ongoing classroom performance data
<b>Enter Goal Name</b>	

## Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			8	16	18			42	17%
Students with excessive absences / below 90 %	10	4	6	4	9			33	8%
Students with excessive behavior / discipline**	0	0	0	0	0			0	n/a
Students with excessive course failures**	1	16	5	8	4			34	8%
Students exhibiting two or more Early Warning indicators	1	7	4	3	10			25	6%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
We will reduce by at least 2% over the previous year the amount of students who are absent more than 10% of the school year (i.e., reduce from 11% of our K-5 school population to 9% of our K-5 students).		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
-Attendance will be monitored by classroom teachers and the Child Study Team (CST); -As chronic attendance issues arise, parents will be contacted via letters from administration and phone calls from teachers and support staff; -Our social worker will provide outreach and support on a case by case basis. -“Attendance Counts” initiative will be sustained throughout the school year and stellar attendance will be recognized by our staff (ex: classroom incentives & perfect attendance recognition)		Daily attendance CST Data tracking and summary

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
We will reduce our discipline office referrals by 10% for the 2017-2018 school year (i.e., from 26 in 2016-17 to 23 or less this year) as we begin to institute “Restorative Practices” as part of our schoolwide behavior support plan this school year.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
-Engage faculty/staff in “Restorative Practices” professional development, beginning in August 2017		-Staff training completion -Class meetings and restorative language occur in each classroom
-Administration and SBLT will continue to analyze and improve upon our schoolwide behavior support plan and implementation – instituting updates for: <ul style="list-style-type: none"> <li>- Behavior Code of Ethics (Faculty/Staff)</li> <li>- Schoolwide expectations (to include RP)</li> <li>- Office Discipline Referral process (forms/communication)</li> </ul>		-Continued reduction in Office Discipline Referrals and further elimination of any overrepresentation of referrals as measured against school demographics

Specify



### EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Extended learning opportunities will be provided for students as intervention and enrichment:

- 1) Extending Reading Intervention (LLI instruction) – Grades K-2 with two (2) hourly reading teachers
- 2) Extended Learning – after school reading/math tutoring for grade 4 & 5, meets twice per week;
- 3) 2<sup>nd</sup> & 3<sup>rd</sup> Grade Reading Club/after school tutoring, meets twice per week, starting in September
- 4) Enrichment Opportunities will include:
  - STEM Academy – after school enrichment for grades 2, 3, 4 & 5 (80 students)
  - Odyssey of the Mind – after school enrichment (14 students)
  - Coding Club – after school (25 students)

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	49	% with advanced degrees	24%
% receiving effective rating or higher	98%	% first-year teachers	0
% highly qualified (HQT)*	100%	% with 1-5 years of experience	13%
% certified in-field**	100%	% with 6-14 years of experience	44%
% ESOL endorsed	61%	% with 15 or more years of experience	43%

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

New teachers are assigned a mentor and also receive support from our Lead Mentor, Kimberly Ring. Teachers work as part of PLC teams to learn and grow, co-plan lessons, and collaborate on assessments and student data. Administration supports our teachers through individual observations and feedback. Our district resources are also a big part of teacher recruitment and retention, as all teachers have access to a substantial cadre of professional development opportunities and resources.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Jeffrey	Moss	White	Principal
Brandi	Williams-Miller	Black	Principal
Kayla	Andux	White	Teacher
Yvette	Gamble	Black	Support Employee
Shannon	Karczewski	White	Parent
Chris	Tauchnitz	White	Parent
Giselle	Guerrera	Hispanic	Parent

Marisel	Fonte	Hispanic	Support Employee
Stephany	Murphy	Hispanic	Parent
Jeff	Murphy	White	Parent
Jarrold	Buchman	White	Parent
Bryne	Frazier	White	Business/Community
Candace	Barber	Black	Business/Community
Ken	Thompson	White	Business/Community
Jim	Raudebaugh	White	Business/Community
Misti	Pollaro	White	Business/Community
Anthony	Moore	White	Parent
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/24/2017
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Debbie Manning
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Please state the days / intervals that your team meets below. – 2<sup>nd</sup> and 4<sup>th</sup> Thursdays of each month

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

<p>-Use of funds will support Teacher Duties Elsewhere (TDEs) once per quarter (3 total) to facilitate grade level PLCs in observing model peer instruction, analyzing student performance data, and engaging in intensive unit/lesson/activity planning based on student need across the standards.</p> <p>-Additional funds will also be used to support stipends for teachers who help with SIP planning sessions at the end of the 2017-18 school year</p>
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