



School Improvement Plan 2017-18

Oakhurst Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Kelly C. Kennedy	SAC Chair:
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School Vision	The Vision of Oakhurst Elementary is 100% student success
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School Mission	The Mission of Oakhurst Elementary School is to educate and inspire each student to reach maximum potential, become lifelong learners and responsible citizens through the Mustang Way.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	1.3%	3.3%	11.7%	2.9%	80.2%	.6%

School Grade	2017: B	2016: B	2015: A	Title 1 School? <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	69%	65%	78%	71%	63%	73%						
Learning Gains All	57%	58%	69%	62%								
Learning Gains L25%	42%	38%	52%	44%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kelly	Kennedy	FT	11-20 years
Asst. Principal	Heidi	Bockover Goldstein	FT	1-3 years
Counselor	Mary	Smith Hart	FT	11-20 years
Teacher Leader	Lisa	Annand	FT	11-20 years
Teacher Leader	Sally	Ewald	FT	11-20 years
Teacher Leader	Cathy	Bulger	FT	1-3 years
Teacher Leader	Erin	Weingart	FT	4-10 years
Teacher Leader	Nicole	Nowaski	FT	4-10 years
Teacher Leader	Janet	Nickse	FT	4-10 years
Behavior Specialist	Tracey	Sanders	FT	11-20 years

Total Instructional Staff:	10	Total Support Staff:	0
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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).

Oakhurst Elementary uses The Mustang Way. The Mustang Way stands for respect, responsibility and honesty. The Mustang Way is a common language that is used throughout the classrooms and common areas. Policies, procedures, expectations, and disciplinary actions are put in place from the first day of school and are enforced throughout the year. Teachers and staff create a positive, safe culture and have safe guards in place when problems arise. The school provides a school-wide reward system that includes Character student of the month, and WOW (Weekly Oakhurst Winner). These rewards recognize and reward students who are displaying the commitment to character traits and following the common guidelines.

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?

During the first weeks of school all teachers participate in classroom culture building. Teachers review The Mustang Way. The character book of the month is delivered by administration and teachers use this book along with the character book of the year to infuse character into their first read alouds. The Mustang Way is our common guidelines: respect, responsibility and honesty. Common area expectations are aligned to The Mustang Way and are posted in the cafeteria, restrooms, hallways and outside for PE.

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.

Our MTSS team meets once a week on Wednesday. Our team consists of our Principal, Assistant Principal, Psychologist, Social Worker, Guidance Counselor and Behavior Specialist. The weeks alternate between an attendance focus and a behavior focus. Academic support/interventions are consistently discussed, as well as, quarterly data meetings with teachers. Interventions, both behavior and academic, are discussed. Data is gathered and reviewed weekly for academics, behavior and/or attendance. Based on the data, decisions are made regarding interventions.

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?

Oakhurst provides social skill classes (anger management, divorce, etc) to students who are referred by their teacher or the MTSS team. Also, we have a Check-out/Mentor program for those students who need the extra support.

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).

Data meetings are held to review quarterly, cycle data and progress monitoring data. Teachers determine how to provide additional supports based on student needs as determined by a review of the data. Additional supports can be provided through the Extended Learning Program and services provided by hourly teachers providing assistance through a pull-out model.

Bi-Monthly child study teams, including all required members, address students that have missed 10% or more of school and look for trends of why students are not attending school. Utilize the attendance codes for this purpose.

Completion of the PSW for Attendance quarterly to assist with problem solving to determine the most common barriers/reasons students miss school.

Review in school profiles the Reasons Absence Report and develop interventions that target trends of why students are absent. If “pending” is the most frequently used code, then have an activity to develop processes to find out WHY students are missing school.

Utilize new attendance letters that include graphs comparing the absences of peers. Ensure families are aware of the importance of attendance and engage them in attendance related activities.

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?

All staff members have been trained in restorative practices and culturally responsive instruction during pre-school. Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staffs collaborate and plan together weekly. Lesson plans are monitored by administration and monitored for culturally responsive instruction. Administration conducts formal and informal walkthroughs to ensure fidelity of all PSCB expectations.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Reduce the number of referrals by 25% as documented in FOCUS for the 2017-18 School Year from 67 referrals to 51 referrals or less.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>During the first 10 days of school, each classroom teacher will make individualized positive communication to the family of each student in their class.</p> <p>Primary and intermediate classroom pairings will take place all year long.</p> <p>Check in and check out for students identified as needing additional supports via MTSS. To create a formal system to ensure that each student has at least one adult advocate in the school.</p> <p>Implement Restorative Practices to improve the overall culture and climate at Oakhurst.</p>	<p>Kelly Kennedy Heidi Bockover Tracey Sanders</p>
Goal 2: 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.	
Reduce the number of referrals given to Black students from 1 to 0 students as documented in FOCUS for the 2017-18 School Year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Identify a mentor for all African American students that are not meeting grade level expectations or are of behavioral concern. Implement a "Check In/Check Out" system for all African American Students who are not meeting grade level expectations or are of behavioral concern.	Kelly Kennedy Heidi Bockover Tracey Sanders
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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?

Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staff collaborate and plan together weekly. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity. The data reviewed to measure our successes include FSA ELA which increased from 65% to 69%, and FSA Math showed an increase from 71% to 78%.

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?

Based on the 2017 FSA, and MAP data the key areas for improvement include all academic areas of instruction with an emphasis on small group guided reading, increased lesson rigor and standards based lessons.

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.

MAP Assessments, iStation, formative assessment data, FSA and scales are assessment tools used to measure student growth in meeting state standards. Data from the various assessment instruments is reviewed during weekly PLCs to measure student learning and to assist in directing instruction related to the need for

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).

Throughout the school year, teachers review next grade level expectations, hold cross-curriculum PLCs, our fifth graders take a field trip to St. Petersburg College and Seminole Middle School and participate in a mock Middle School experience. In January of each year, we host a Kindergarten Round Up, during pre-school our Kindergarten teachers hold a Transition to Kindergarten Parent Workshop. In addition, we provide 2 set opportunities for parents to tour Oakhurst and will also accommodate private tours.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: 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?	
Standards-Based Collaborative Planning: Grade level teams participate in standards-based collaborative planning and implementation <u>in all content areas</u> , including differentiated small group instruction. Collaborative planning provides teachers the opportunity to work together to make connections through examining their instructional practices, consult with colleagues on new and innovative teaching strategies, and develop rigorous lesson plans to better meet the instructional needs of our students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrative Team will support grade level teams on a weekly basis by attending collaborative planning sessions, weekly lesson plan review with feedback will monitor collaborative planning efforts within grade levels, and Daily walkthroughs will monitor lesson plan implementation. Weekly PLC focus will be determined by the Leadership Team. Weekly grade level PLC minutes will be reviewed and timely feedback provided by administrative team.	Kelly Kennedy Heidi Bockover Team Leaders
Goal 2: 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?	
Rigorous Learning Tasks: The teacher provides rigorous learning tasks with progression of knowledge aligned to the complexity levels of standards-based targets <u>in all content areas</u> . The purposes is for students to explain how their current level of performance ranges from simple to complex and how they can demonstrate the progression of knowledge through evidence.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Collaborative Planning Logs; Lesson Plans; Formal and Informal Walkthrough Data	Kelly Kennedy Heidi Bockover Team Leaders
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Formative Assessments: Formative assessments are to be used to check for student understanding and guide teacher decision making about future instructional plans and implications <u>in all content areas</u> .	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Collaborative Planning Logs; Lesson Plans; Formal and Informal Walkthrough Data	Kelly Kennedy Heidi Bockover Team Leaders



Collaboration for Professional Growth

Connections:

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

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.

Based on the AdvancED climate survey, communication continues to be an area which need improvement. Throughout the year, administration will leave notes of positive specific feedback following walkthroughs designed to improve teaching and learning. Positive staff recognition systems and team building activities will continue. In addition, all teachers in our school will monitor and adjust curriculum, instruction and assessments based on data from student assessments and examination of professional practices.

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.

With the block master schedule, grade levels have common planning time daily. PLCs will be held on Tuesdays during common planning time which will support administrative participation. Teachers will also collaboratively plan weekly with a focus on standards, data (to determine the appropriate entry point of instruction) and the end product (student work).

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?

Month	Training	Dates	Facilitator/Trainer
August	Handbook/Crisis Manual	8/4/16	Kelly Kennedy
August	PIAP	8/9/16	Heidi Bockover
September	5 th Grade Core Connections at OES	9/1/16	District Coaches
September	Personalized Learning	9/4/16	Dennis Russo
September	4 th Grade Core Connections – at Anona	9/7/16	District Coaches
September	SAT-10 – First, Second	9/6/16	Cherie Marsh
September	5 th Grade Core Connections at Oakhurst	9/13/16	District Coaches
September	SAT-10 – Third Grade	9/13/16	Cherie Marsh
September	IStation	9/13/16	Cherie Marsh
September	Effective Feedback	9/29/16 – will be rescheduled – 11/10/16	Heidi Bockover
October	3 rd Grade Embedded ELA Training	10/7/16 –RESCHEDULED to 11/2	District Coaches
October	Number Talks	10/3-7	Kristen Popke
October	3 rd Grade Writing Support	10/18/16 and 10/19/16	Michelle Gallagher
October	1 st Grade Embedded ELA Training at Oakhurst	10/20/16	District Coaches

October	2 nd Grade Embedded Math Training at Frontier Elementary	10/27/16	District Coaches
October	Number Talks – make up day (Hurricane Matthew) for select teachers	10/31/16	Kristen Popke
November	3 rd Grade Embedded ELA training – make up due to Hurricane Day	11/2/16	District Coaches
November	Kindergarten Embedded Training (OES)	11/4/16	District Coaches
November	Personalized Learning	11/7/16	Dennis Russo
November	Tier II Data Chats (K-5)	11/9/16	Heidi Bockover
November	Effective Feedback	11/10/16	Heidi Bockover
November	MTSS: Tier III Processes	11/10/16	Paula Phillips
November	MTSS: Behavior Data Collection	11/10/16	Tracey Sanders
November	MyOn	11/10/16	Michelle Kasprzyk
November	Casual Café: Formative Assessment – Book Study	11/11/16 (monthly until book is complete)	Janet Nickse
November	4 th Grade Core Connections – OES	11/17/17	District Coaches
December	4 th and 5 th Grade Writing Support	12/6/16 – 12/9/16 (Rescheduled from Oct. due to Michelle being reassigned).	Michelle Gallagher
January	2 nd Grade Embedded Math Training	Date: TBA	District Coaches
January	Goals and Scales	1/10/17 1/17/17	Leah Heffner
February March	Number Talks/Planning (2 nd grade) 2 day Training	2/2/17 - Modeling 2/23/17 3/9/17 – Side by Side Coaching	Kevin Larkin
February	Personalized Learning Field Experience– select teachers	2/16/17	Lost Lake Elementary with Dennis Russo
February	VAM/Learning Gains	2/21/17	Sam Whitten
February	FSA Testing Training	2/24/17	Heidi Bockover
February March	Math Planning with resources (3 rd Grade)	2/23/17 3/9/17	Kevin Larkin

	During PLC		
March-April	CBT – Individual Certification for grades 3-5	3/1/17-4/1/17	Self-Directed
March	Word Work Training (2 nd Grade) 2 day training	3/2/17 - PLC 3/3/17 - Modeling	Darla Ristoff
March	Personalized Learning	3/6/17	Dennis Russo
March	SAT-10 Training	3/8/17	Heidi Bockover
March	Kindergarten Embedded Training (OES)	3/20/17	District Coaches
April	Personalized Learning	4/3/17	Dennis Russo
April	1 st Grade Embedded Training (OGE)	4/5/17	District Coaches
April	Monitoring for Learning	4/18/17	Leah Heffner

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

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?
iStation	Pre-School	All Instructional Staff	Increase use of iStation with fidelity; Increased FSA and MAP Scores
Jan Richardson Guided Reading Routine	Throughout the year	All instructional Staff	Daily small group instruction in all grade levels; Increased FSA and MAP scores
Restorative Practices	Pre-school and throughout	All staff	Decrease in behavior
MAP Training	Pre-school and throughout	All instructional Staff	Implementation of MAP assessment
Module Implementation Support - ELA	Throughout the year	All Instructional Staff	Increased FSA and MAP scores

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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).

To support parent understanding of their child’s progress, each grade level will host a curriculum night and during the second semester we will host student led conferences.

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.

We will host a MAP parent training, an FSA parent training and a 3rd grade promotion/retention policy training.

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 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 checked="" type="checkbox"/>	<input 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

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Host parent events where parents feel welcome in the community and can learn about academic and behavioral success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Utilize parent surveys to desired area of interest. Advertise through multiple communication resources (school messenger, online newsletters, stickers in agenda, etc.)	Kelly Kennedy Heidi Bockover
Goal 2: 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?	
Utilize community resources to support our families’ needs	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
During the Transition to Kindergarten Parent Workshop, we partner with Authentic Martial Arts to work with students while parents are learning about kindergarten. In addition, Authentic Martial Arts will support our character assemblies on a monthly basis. Kiwanis Club supports our K-Kids and BUGS program.	Kelly Kennedy Heidi Bockover Mary Hart
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Sally Ewald, Beth Riggio and Jennifer Kunish		
All students will demonstrate increased proficiency of grade level standards to 85% as measured by the 2018 ELA FSA. *A minimum of 67% of students in grade 4-5 will make an annual learning gain in ELA as measured by the Florida Standards Assessment (57% in 2016-17) *A minimum of 52% of the lowest 25% of students in grade 4-5 will make an annual learning gain in ELA as measured by the Florida Standards Assessment (42% in 2016-17)			
Actions / Activities in Support of ELA Goal	Evidence to Measure Success		
Grade level teams participate in standards-based collaborative planning and implementation, including differentiated small group instruction using Jan Richardson Guided Reading Routine.	Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments and progress monitoring.		
Based on formative assessments, teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice in small group settings on a daily basis within the ELA block. In addition, daily small group Jan Richardson Guided Reading will take place.	Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments and progress monitoring.		
Teachers implements rigorous learning goals and performance scales based on identified key standards and aligned to complexity levels of standards-based targets. Students can explain their current level of performance and can demonstrate progression of knowledge based on evidence.	Students demonstrate the progression of knowledge through evidence aligned to the standards-based learning goal. Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments and progress monitoring.		

	Evidence of learning goals and scales displayed and referenced.
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high-utility words) using the Pinellas Vocabulary Project (PVPr), as well as opportunities for students to determine the meaning of words using the context of the text.	Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments, Evidence of the PVPr and progress monitoring.

Mathematics Goal	Goal Manager: Nicole Nowaski Foley
<p>All students will demonstrate increased proficiency of grade level standards to 85% as measured by the 2018 Mathematics FSA.</p> <p>*A minimum of 79% of students in grade 4-5 will make an annual learning gain in Math as measured by the Florida Standards Assessment (69% in 2016-17)</p> <p>*A minimum of 62% of the lowest 25% of students in grade 4-5 will make an annual learning gain in Math as measured by the Florida Standards Assessment (52% in 2016-17)</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Grade level teams participate in standards-based collaborative planning and implementation, including differentiated small group instruction.	Lesson plans, observation data from administrative walk-throughs, student work samples, module assessments and progress monitoring.
Teachers implements rigorous learning goals and performance scales based on identified key standards and aligned to complexity levels of standards-based targets. Students can explain their current level of performance and can demonstrate progression of knowledge based on evidence.	<p>Students demonstrate the progression of knowledge through evidence aligned to the standards-based learning goal.</p> <p>Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments and progress monitoring.</p> <p>Evidence of learning goals and scales displayed and referenced.</p>
Based on formative assessments, teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice in small group settings on a daily basis within the Math and intervention block.	Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments and progress monitoring.
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high-utility words) using the Pinellas Vocabulary Project (PVPr), as well as opportunities for students to determine the meaning of words using the context of the text.	Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments, Evidence of the PVPr and progress monitoring.

Science Goal	Goal Manager: Kortney Langes and Jodi Ruscetta
All students will demonstrate increased proficiency of grade level standards to 85% as measured by the 2018 SSA.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Grade level teams participate in standards-based collaborative planning and implementation.	Lesson plans, observation data from administrative walk-throughs, student work samples, module assessments and progress monitoring.
Teachers implements rigorous learning goals based on identified key standards and aligned to complexity levels of standards-based targets. Students can explain their current level of performance and can demonstrate progression of knowledge based on evidence.	<p>Students demonstrate the progression of knowledge through evidence aligned to the standards-based learning goal.</p> <p>Lesson plans, observation data from administrative walk-throughs, student work samples, module assessments and progress monitoring.</p> <p>Evidence of learning goals and scales displayed and referenced.</p>
Based on formative assessments, teachers utilize the 5E Model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice. Students will be taking the pre-assessment at the end of the SLAGs and the post assessment quizzes completed in Unify to identify needs and trends in data.	Lesson plans, observation data from administrative walk-throughs, student work samples, module assessments and progress monitoring.
Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high-utility words) using the Pinellas Vocabulary Project (PVPr) and Academic Vocabulary Gaming using vocabulary words which are linked to data and low scoring standards, as well as opportunities for students to determine the meaning of words using the context of the text.	Lesson plans, observation data from administrative walk-throughs, student work samples, MAP assessments, Evidence of the PVPr and progress monitoring.

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.)	
Goal Name: Healthy School Goal	Goal Manager: Brittany Spilker
Work towards Silver Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one

Target for 2017-18, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Kortney Langes
Implement STEM Academy to increase STEM opportunities for 2 nd , 3 rd , 4 th and 5 th grades.	
Actions / Activities in Support of Goal	Evidence to Measure Success
After school STEM Academy for Grades 2-3	Attendance, formative assessments
After school STEM Academy for Grades 4-5	Attendance, formative assessments

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Tracey Sanders
All African American students will demonstrate increased proficiency of grade level standards to 90% as measured by the 2018 ELA and Mathematics FSA and the 2018 SSA.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
PLC discussions and data analysis will focus on monitoring the proficiency levels of the African American students in their classes. Specific strategies to close the gap on lacking skills will be identified by teams, implemented and monitored.	Data results will be analyzed for MAP Assessment Data, STMath Progress, iStation Usage Data, formative assessments, and FSA by grade level teams and administration.
Provide extended learning opportunities for all African American students.	Extended Learning enrollment and attendance logs

Subgroup Goal (ELL)	Goal Manager: Tracey Sanders
All ELL students will demonstrate increased proficiency of grade level standards to 90% as measured by the 2018 ELA and Mathematics FSA and the 2018 SSA.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success

PLC discussions and data analysis will focus on monitoring the proficiency levels of the ELL students in their classes. Specific strategies to close the gap on lacking skills will be identified by teams, implemented and monitored.	Data results will be analyzed for MAP Assessment Data, STMath Progress, iStation Usage Data, formative assessments, and FSA by grade level teams and administration.
Provide extended learning opportunities for all ELL students.	Extended Learning enrollment and attendance logs

Subgroup Goal (ESE)	Goal Manager: Tracey Sanders
All ESE students will demonstrate increased proficiency of grade level standards to 90% as measured by the 2018 ELA and Mathematics FSA and the 2018 SSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
PLC discussions and data analysis will focus on monitoring the proficiency levels of the ESE students in their classes. Using MAP reports and progress monitoring data, specific strategies to close the gap on lacking skills will be identified by teams, implemented and monitored.	Data results will be analyzed for MAP Assessment Data, STMath Progress, iStation Usage Data, formative assessments, and FSA by grade level teams and administration.
Provide extended learning opportunities for all ESE students.	Extended Learning enrollment and attendance logs

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

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)			11	25	32			68	8%
Students with excessive absences / below 90 %	8	7	6	9	8			38	4%
Students with excessive behavior / discipline**	4	2	0	2	4			12	1.5%
Students with excessive course failures**	15	6	11	27	9			68	8%
Students exhibiting two or more Early Warning indicators	0	0	1	5	6			12	1.5%

*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

Attendance Goal	
Please ensure that your goal is written as a SMART goal.	
Decrease the number of students absent 10% or more from school by 5% as recorded in FOCUS for the 2017-18 School Year.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Identify students who struggle with attendance and tardies and refer to Bi-Monthly Child Study Team Meetings Problem solving to determine the most common reasons/barriers our students miss school. Develop and implement interventions that target identified reasons/barriers to school attendance.	Data on the % of students absent 10% or more from school. Child Study Team minutes with interventions listed

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EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the number of referrals by 25% as documented in FOCUS for the 2017-18 School Year.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Implementation of the Oakhurst School-wide behavior plan with fidelity		Decrease in referrals
School-wide common language for behavioral expectations. Rigorous and engaging lesson plans. Infused Character of the Month in the classroom using character books.		Higher level of engagement in the classroom Lesson Plans
Implement Restorative Practices across all grade levels		Decrease in referrals

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal		Evidence to Measure Success

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.

MTSS Team, Child Study Team, Extended Learning Program, STEM
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Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Students identified, based upon Early Warning System, will be offered extended learning opportunities which are matched to individual student academic needs.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Extended Learning Program and STEM	Attendance Logs
Child Study Team and MTSS	Minutes

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	57	% with advanced degrees	33.3%
% receiving effective rating or higher	58%	% first-year teachers	1.7%
% highly qualified (HQT)*	28%	% with 1-5 years of experience	25%
% certified in-field**	100%	% with 6-14 years of experience	36.7%
% ESOL endorsed	65%	% with 15 or more years of experience	36.6%

*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.

Oakhurst Elementary follows district hiring procedures. Mrs. Kennedy utilizes an interview team seeks to hire the most qualified candidates for each position. Newly hired teachers are paired with a mentor and participate in monthly school-based training discussing just in time issues. The trainings are facilitated by the lead mentor and/or an experienced teacher. Opportunities to shadow experienced teachers are made available for our new teachers.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Kelly	Kennedy	White	Principal
Heidi	Bockover	White	Principal

Jeff	Rohrs	White	Parent
Mike	Shultz	White	Parent
Maria	Machini	White	Parent
Angela	Padilla	Hispanic	Parent
Debbie	Sawa-Szostak	White	Support Employee
Mayli	Bennett	Hispanic	Parent
Brandy Lee	Keller	White	Parent
Karen	Reed	Hispanic	Parent
Ron	Nowinski	White	Parent
Olivia	Leonard	White	Parent
Jill	Pahl	White	Parent
Stefanie	Walley	White	Parent
Yen	Chau	Asian	Parent
Fekicia	Hills	Black	Parent
Nicole	Nowaski	White	Teacher
Diane	Fisher	White	Parent
Julie	Grupczynski	White	Parent
Laura	Frechette	White	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

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

<input 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 type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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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: Kelly Kennedy
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Please state the days / intervals that your team meets below.
Wednesdays at 7:35 AM.

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.

School Improvement Plan monies will be used to support additional ELP and LLI hours throughout the 2017-18 SY. This will allow our programs to run longer into the school year.

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