

Pinellas County Schools

Oakhurst Elementary School



2020-21 Schoolwide Improvement Plan

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Oakhurst Elementary School

10535 137TH ST, Largo, FL 33774

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

Demographics

Principal: Kelly Kennedy C

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (57%) 2016-17: B (61%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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10535 137TH ST, Largo, FL 33774

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>31%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>21%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Oakhurst Elementary School is to educate and inspire each student to reach maximum potential, become lifelong learners and responsible citizens through the Mustang Way.

Provide the school's vision statement.

The Vision of Oakhurst Elementary is 100% student success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kennedy, Kelly	Principal	Oversees the school, Oversees the ILT, facilitates PD, MTSS process, Oversees all budgets, SAC, PTA, Family engagement, CST, Teacher evaluations and walk throughs, facilitates the School Leadership Team and the Instructional leadership team
Bockover Goldstein, Heidi	Assistant Principal	Learning Specialist, instructional walk throughs, teacher evaluation, testing coordinator, MTSS team member, ILT
Sanders, Tracey	Other	Behavior Specialist; PBIS Coordinator
Fischer, Melanie	Teacher, K-12	Fourth Grade Classroom Teacher
Pratt, Alexis	School Counselor	MTSS Team Member; Mustang Round-Up; Classroom Guidance; CST Member; 504 Coordinator

Demographic Information

Principal start date

Friday 7/1/2011, Kelly Kennedy C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
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SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	124	104	122	112	110	0	0	0	0	0	0	0	635
Attendance below 90 percent	1	14	16	10	11	10	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	1	4	4	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/1/2020

Prior Year - As Reported

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 1 0 2 4 7 0 0 0 0 0 0 0 0 14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 0 2 0 2 0 0 0 0 0 0 0 0 0 0 4

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled 92 103 120 107 109 101 0 0 0 0 0 0 0 0 632

Attendance below 90 percent 0 8 3 6 7 8 0 0 0 0 0 0 0 0 32

One or more suspensions 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Course failure in ELA or Math 0 0 0 0 3 0 0 0 0 0 0 0 0 0 3

Level 1 on statewide assessment 0 0 0 2 12 18 0 0 0 0 0 0 0 0 32

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 1 0 2 4 7 0 0 0 0 0 0 0 0 14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 0 2 0 2 0 0 0 0 0 0 0 0 0 0 4

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	54%	57%	69%	53%	55%
ELA Learning Gains	68%	59%	58%	57%	53%	57%
ELA Lowest 25th Percentile	40%	54%	53%	42%	47%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	79%	61%	63%	78%	62%	61%
Math Learning Gains	68%	61%	62%	69%	61%	61%
Math Lowest 25th Percentile	48%	48%	51%	52%	48%	51%
Science Achievement	68%	53%	53%	63%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		8%				
Cohort Comparison		-7%				

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	33	19	46	50	41	27				
BLK	64	80		64	60						
HSP	58	66	33	67	51	50	44				
MUL	77			100							
WHT	71	69	42	81	71	47	72				
FRL	57	62	33	69	57	44	55				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	47	33	45	36	27	43				
BLK	50	50		53	55						
HSP	52	48		85	90		83				
MUL	64			86							
WHT	67	49	34	79	60	38	70				
FRL	48	41	35	67	57	39	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	35	30	40	47	38	43				
BLK	58			50							
HSP	72	67		75	67	64	40				
MUL	70			80							
WHT	70	56	37	79	68	49	65				
FRL	56	44	38	62	63	51	57				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	89
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Using our 2019 FSA data: ELA L25 Learning Gains: We increased our L25 from 33% in 2018 to 40% in 2019 (+7).

Although we saw an increase in points for our L25 ELA students, historically, this is our lowest performing area. After analyzing ELA strands tested, the lowest performing strands were "Integration of Knowledge and Ideas" and "Key Ideas and Details". Contributing factors: our ASD and ESE students struggle to make learning gains; ELL students lack vocabulary knowledge and background knowledge to support ELA.

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

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

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

Using the 2019 FSA data, our L25 in both ELA and Math are performing lower than the state and the district. However, our L25 2019 Fall to Winter ELA MAP data shows a proficiency increase from 78% to 85% and our 2019 Fall to Winter Math MAP data shows a proficiency increase from 69% to 71%. Since historically, our FSA L25 data is lower than all other reporting categories, we will continue to monitor.

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The number of Level 1 students in fourth and fifth grade is still a large amount despite the gains made this year. This means that these students will need quite a bit of points to make a learning gain next year and a plan must be developed specifically for them in order to see large movement in performance. This is especially true with our incoming fifth graders who will count specifically for learning gains. A second area of concern, connected to the number of Level 1 students is attendance. We have students that are struggling, largely because of attendance and we need to develop a tight school-wide process to reward students, motivate them for coming and build tighter relationship with families so that they understand the importance of having their child in school.

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

1. ELA intervention times held with fidelity using Literacy FootPrints in grades K-5
2. Math interventions will be pulled based on formative assessments data; groups will be fluid based on data
3. Embed the Nature of Science Strand throughout all strands
4. Increase the rigor of standards based lessons in all subject areas focusing on high level strategies which move learning from teacher centered to student centered with rigor
5. Increase implementation of culturally responsive instructional strategies with a focus on the 6 M's - Meaning, Modeling, Monitoring, Mouth, Movement and Music.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Our 2019 FSA level of proficiency for ELA is 69%, as evidence in 2019 FSA for students in grades 3 - 5. Our 2019 Winter ELA MAP for students in grades 3-5 was 73% proficient.

Area of Focus Description and Rationale:

In addition, our current level of performance based on the 2019 FSA ELA for our L25 Learning Gains is 40%. Continued monitoring using the 2019 Fall to Winter ELA MAP data shows an increase in student proficiency from 78% to 85%.

We will continue to emphasize creating and maintaining high expectations for teaching and learning. Included in this focus is the need for consistent monitoring of student progress and acting upon gaps in student achievement in the moment rather than simply monitoring for compliance. We also need to continue to develop an understanding of the standards in order to hold students accountable to the depth of the standards. Positive Behavior Support (PBIS) will continue play a primary role in our school structure.

Measurable Outcome:

The percent of all students achieving ELA proficiency will increase from 69% to 75%, as measured by FSA for students in grades 3 -5. Our 2021 Spring ELA MAP proficiency will increase to 75%.

The percent of our L25 students achieving ELA learning gains will increase from 40% to 55%, as measured by FSA.

Person responsible for monitoring outcome:

Kelly Kennedy (kennedyke@pcsb.org)

Evidence-based Strategy:

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.

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

Rationale for Evidence-based Strategy:

Engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida standards, will allow students to show growth in all areas. Students in third, fourth and fifth grade will perform Level 3 and above on FSA. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive instruction and facilitate grouping students for differentiation to help close gaps in standards acquisition.

By identifying students' levels of performance in ELA, we will target academic interventions and strategies which will improve the growth percentile for our lowest performing students. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, hourly teachers and our ELP.

Action Steps to Implement

1. We will focus on collaborative planning and understanding progression of state standards from grade level to grade level.

2. Grade level instructional staff will share common planning time and focus their planning on aligning and implementing standards and tasks to increase rigorous student centered learning within the Core. The focus will be on releasing students to engage in independent, standards-based tasks.

3. All instructional staff will participate in a review on understanding MAP and goal setting.

4. All students will work with their homeroom teacher to set academic MAP goals. Following each assessment cycle, students who meet or exceed their goal will be acknowledged celebrated.

5. Based on data, all students will participate in targeted small group skill based instruction during intervention using JRGR, Footprints, iStation individualized lessons, Common Lit, and Personalized Learning Pathway.

6. Targeted actionable feedback will be provided during walkthroughs based on our action steps.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

7. ELA professional development will take place following monthly Learning Specialists' Meetings and grade level ELA Champion training.

8. The Instructional Leadership Team will update the FSA student spreadsheet to identify students in the lowest 25 and the students who did not make learning gains based on the 2019 FSA.

9. Use data to plan instruction that ensures differentiation (VE resource), intervention and enrichment while scaffolding learning to increase student performance. Lessons should be focused on student centered vs. teacher centered. Design lessons on a scaffolded trajectory.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

10. Deepen teacher understanding of the standards through study of the Depth of Knowledge (DOK) levels, test specs and shifts of instruction in planning and content area PD. Consider the aspects of rigor and use of the Text Dependent Questions when planning and build opportunities for students to prove thinking, debate and engage in error analysis. Utilize Marzano High Yield and CRT strategies to structure students cooperatively with the overall purpose of deepening knowledge. Plan for higher order thinking questions in advance, using the DOK to build them from low level to higher level. Teachers complete tasks in advance and utilize potential misconceptions as a springboard for lessons

11. Using data, students will be identified to participate in Tier II small group LLI support during the school day and/or extended learning opportunities before school.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

12. Pair our L25 students and those not making learning gains with a mentor, preferably a teacher at the same grade level, who will monitor at least once a week.

13. Ensure cross-articulation between the teacher providing the intervention and the classroom teacher.

14. Identify ELA Champions and Teacher Leaders in Literacy in each grade level. Empower ELA Champions/Cohort Teachers to develop as literacy leaders (ex: co-facilitate PD session along side administrators, open classrooms for observations and feedback, coach colleagues in literacy practices).

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our current level of performance is 79%, as evidenced by the 2019 FSA/Mathematics. We expect our performance level to be 85%, as evidenced by the 2021 FSA/Mathematics. We will continue to emphasize creating and maintaining high expectations for teaching and learning. Included in this focus is the need for consistent monitoring of student progress and acting upon gaps in student achievement in the moment rather than simply monitoring for compliance. We also need to continue to develop an understanding of the standards in order to hold students accountable to the depth of the standards. Positive Behavior Support (PBIS) will continue play a primary role in our school structure.
Measurable Outcome:	The percent of all students achieving Math proficiency will increase from 79% to 85%, as measured by FSA. The percent of all students achieving Math leaning gains will increase from 68% to 75%, as measured by FSA. The percent of our L25 students achieving learning gains will increase from 48% to 55%, as measured by FSA.
Person responsible for monitoring outcome:	Kelly Kennedy (kennedyke@pcsb.org)
Evidence-based Strategy:	Empower MTLI (Math Teacher Leaders Institute) members and teacher leaders to become leaders in mathematics instruction by sharing best practices through co-teaching, opening classrooms for observation, debrief and feedback. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom videos.
Rationale for Evidence-based Strategy:	Engaging students in rigorous tasks and assignments across all grade levels, aligning those tasks to Florida Standards, will allow students to show growth in all areas. Students in third, fourth and fifth will be above Level 3 on FSA and demonstrate learning gains at all levels. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive fluid small group instruction to help close gaps in standards acquisition.

Action Steps to Implement

1. Identify MTLI Members and Teacher Leaders in Mathematics in each grade level.
2. MTLI Members will attend district professional development to gain information for primary and intermediate levels with a focus on new curriculum.
3. Information sharing and collaborative planning will occur through planned PLC's.
4. Utilizing formative assessments, all students will participate in targeted small group skill-based instruction.
5. All students will work with homeroom teacher to set academic MAP goals. Following each assessment cycle, students who meet or exceed their goal will be acknowledged and celebrated.
6. All students will utilize Dreambox Learning with fidelity. Students completing 100 lessons will be recognized monthly.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

7. Following the fall, winter and spring MAP assessment cycles, analyze grade level data to determine areas of strengths and areas in need of improvement within a K-5 PLC. Vertical discussions around the data will help identify standards needing additional focus in the previous grade level in order to close gaps.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of**

Focus Our current level of performance is 68%, as evidenced by the 2019 NGSSS (Next Generation Sunshine State Standards).

Description and We expect our performance level to be 80% by the end of 2020-21 SY.

Rationale:

Measurable Outcome: The percent of all students achieving Science proficiency will increase from 68% to 80%, as measured by SSA.

Person responsible for monitoring outcome:

Kelly Kennedy (kennedyke@pcsb.org)

Evidence-based Strategy:

Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards.

Rationale for Evidence-based Strategy:

Students will use evidence to explain their reasoning and thinking across all subject areas with a strong focus on science. Students in grades 1-5 will utilize the Science Lab on a rotating basis. The Science Diagnostic Assessment, unit assessments and cycle assessments, will be utilized to identify gaps in standards and vocabulary acquisition.

Action Steps to Implement

1. Instructional Leadership Team will update the student spreadsheet to identify students in grade 5 who have a gap of achievement based on the Science Diagnostic Assessment. The Instructional Leadership Team will meet with grade 5 teachers to set goals and create a plan to close the gap. The information from the diagnostic test will be shared with grades 3 and 4 for instructional planning purposes.
2. Students identified as having gaps in 3rd and 4th grade standards will be invited to participate in a Science focused ELP.
3. Teachers implements rigorous learning goals based on identified key standards and aligned to complexity levels of standards-based targets. Students can explain their current level of performance and can demonstrate progression of knowledge based on evidence.

Person

Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

4. Based on formative assessments, teachers utilize the 5E Model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.

5. Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high-utility words) and Academic Vocabulary Gaming (grade 5) using vocabulary words which are linked to data and low scoring standards, as well as opportunities for students to determine the meaning of words using the context of the text.

6. Administer the unit assessments to 4th and 5th graders. Use the data to identify low proficiency standards and embed into the review plan.

Person

Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our current level of performance is 35%, as evidence in 2019 FSA. The problem/gap is occurring because not all of our students with disabilities are making learning gains. If student centered standards based instruction with rigor would occur, the problem would be reduced by 15%.

Measurable Outcome: The percent of our students with disabilities achieving proficiency will increase from 35% to 55%, as measured by 2021 FSA.

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

Evidence-based Strategy: Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. Provide appropriate scaffolding, as needed. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.

Rationale for Evidence-based Strategy: Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback and engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida standards, will allow students to show growth in all areas.

Students in third, fourth and fifth grade will perform at or above Level 3 on FSA. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP.

Daily formative assessments will drive in the moment small group instruction to help close gaps in standards acquisition.

Action Steps to Implement

1. Strategically cluster students with disabilities into classrooms based on academic level and IEP Goals, including inclusive scheduling to the maximum extent possible.
2. Increase collaboration between Gen. Ed. teacher and VE resource teachers to support rigorous grade-level standards based instruction in order to close gap.
3. Pair our students with disabilities who are not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

4. Deepen teacher understanding of the standards through study of the Depth of Knowledge (DOK) levels, test specs and shifts of instruction in planning and content area PD. Consider the aspects of rigor and use of the Text Dependent Questions when planning and build opportunities for students to prove thinking, debate and engage in error analysis. Utilize Marzano High Yield and CRT strategies to structure students cooperatively with the overall purpose of deepening knowledge. Plan for higher order thinking questions in advance, using the DOK to build them from low level to higher level. Teachers complete tasks in advance and utilize potential misconceptions as a springboard for lessons

5. Ensure cross-articulation between the teacher providing the intervention and the classroom teacher.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

#5. Other specifically relating to Bridging the Gap (Black Student Achievement)

Area of Focus Description and Rationale: Our current level of performance is 67%, as evidence in the 2019 FSA in ELA and Mathematics.
We expect our performance level to be 80% or above by the 2021 FSA in ELA and Mathematics.

Measurable Outcome: The percent of black students performing at or above grade level expectations will increase from 67% to 80% as measured by 2021 FSA.

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

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

Rationale for Evidence-based Strategy: There is a gap in proficiency for ELA and Math FSA proficiency. We will use FSA and MAP data to identify and monitor our African American students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive in the moment small group instruction to help close gaps in standards acquisition.

Action Steps to Implement

1. Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.
2. Deepen teacher understanding of the standards through study of the Depth of Knowledge (DOK) levels, test specs and shifts of instruction in planning and content area PD. Consider the aspects of rigor and use of the Text Dependent Questions when planning and build opportunities for students to prove thinking, debate and engage in error analysis. Utilize Marzano High Yield and CRT strategies to structure students cooperatively with the overall purpose of deepening knowledge. Plan for higher order thinking questions in advance, using the DOK to build them from low level to higher level. Teachers complete tasks in advance and utilize potential misconceptions as a springboard for lessons

Person Responsible: Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

3. Engage students in the reading and writing process by creating a sense of urgency and increasing student voice and choice.
4. Teachers create/develop conditions for learning that empower learners to plan, monitor, reflect, and think deeper about one's learning.
5. Teachers intentionally create a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences; And utilize students' cultures and experiences as assets for learning.

6. Engage students to use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.

7. Equity Champions/Learning Specialist will continue to roll out professional development to the staff during pre-school and throughout the school year to support conditions of learning.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

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

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

#6. Other specifically relating to School Climate and Conditions for Learning

Our current level of performance in school-wide behavior is 41 referrals (24 students) written during the 2019-20 SY. Of the 24 students earning referrals, 7 students were African American. Our African American students (7 students) represent 29% of the referrals written.

Area of**Focus**

In addition, during the 19-20 SY, we had 18 Incident Reports written. Of the 18 students earning an incident reports written, 6 students were African American which total 33% of the incident reports.

Description and**Rationale:**

As the year progressed, we began receiving numerous Behavior Calls and we started tracking every behavior call on 2/24/20 – 3/13/20 (15 school days). During this 15 day period, administration responded to 46 behavior calls. 43% of the behavior calls between 2/24-3/13/2020 were for African American Students.

Measurable Outcome:

We expect our performance level to be reduced by 50% and the number of African American students earning referrals to be reduced by 50% as well by the end of the 2020-2021 SY.

Person responsible for monitoring outcome:

Kelly Kennedy (kennedyke@pcsb.org)

Evidence-based Strategy:

Our Equity Champions will lead our Equity training incorporating class meetings, Restorative Practices, PBIS, Culturally Relevant Teaching with a focus on Social Emotional Learning. Understanding and honoring culturally-defined beliefs, needs, styles and behaviors of the students, families, and communities we serve. Valuing the benefit that individual differences bring to our school district. Recognizing the importance of individual similarities and differences while working effectively with all stakeholders from various cultures, races, ethnicity and religious backgrounds.

Rationale for Evidence-based Strategy:

Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process. Analysis of our school-wide behavior data shows that our African American students represent 29% of the referrals written, 33% of incident reports and 46% of the behavior calls. We will analyze and review our data for effective implementation of our strategies by monitoring behavior data using the data dashboard on a bi-monthly basis during our MTSS meetings. Continually present professional development from our Equity Champions and Culturally Relevant Teaching facilitators throughout the year.

Action Steps to Implement

1. Equity Champions continue their education and will present Information from the various training opportunities to the staff during pre-school and throughout the school year to support conditions of learning.
2. Pair our African American students not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.
3. Use team-building activities and circles to promote peer support for academic achievement. For the first 13 days of school, teachers will engage students in daily circles and then on a weekly basis, as needed throughout the remainder of the year. Careful consideration will be made to hold circles at varying times

throughout the day so as not to impact the same academic subject area.

4. Use resources from Sandy Hook Promise throughout the year to support positive conditions for learning, starting with "Start with Hello" initiative.

Person Responsible Tracey Sanders (sanderstr@pcsb.org)

5. During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19. SBLT will monitor teacher delivery of these lesson plans.

6. All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success (expectations) that are posted in common areas when doing so.

7. At least weekly, teachers will review and re-teach expectations and rules. SBLT will establish plans for expectations to be reviewed weekly based on current data to be used in routine Morning Restorative Circles.

8. Quarterly teachers will solicit student input on rules and procedures to determine if adjustments are needed through the use of fair process.

Person Responsible Tracey Sanders (sanderstr@pcsb.org)

9. Professional Development in the area of Mental Health Training, Restorative Practices and Culturally Relevant Teaching strategies.

Person Responsible Tracey Sanders (sanderstr@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current attendance rate is 95.1%. We expect our performance level to be 96% by the end of the 2020-21 SY

Measurable Outcome: The percent of all students missing more than 10% of school will decrease from 13% to under 10%, as measured by the attendance dashboard data and our Child Study Team. In addition, the number of students earning perfect attendance will increase from 5% to 10%.

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

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

Rationale for Evidence-based Strategy: Our attendance data indicates an 95.1% attendance rate. This attendance rate is much lower than expected due to the number of students not attending virtual school. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data using the data dashboard on a bi-monthly basis through out CST meetings.

Action Steps to Implement

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

Person Responsible Alexis Pratt (prattal@pcsb.org)

#8. Culture & Environment specifically relating to Community Involvement

Area of Focus
Description and Rationale: To increase our Business Partners by April 2021. Our partnerships will help provide students with resources they need to succeed (more books, tutoring hours and student incentives).

Measurable Outcome: To increase the number of business partners from 6 to 8 for the 2021 SY.

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

Evidence-based Strategy: Intentionally build positive relationships with families and community partners.

Rationale for Evidence-based Strategy: Intentionally building positive relationships with families and community partners is a priority at Oakhurst Elementary. Throughout the year, we have 2 to 3 opportunities each month for parents, students, and teacher to participate in after-hours activities to build relationships. We have an active PTA which supports all of our efforts to bridge home to school endeavors.

Action Steps to Implement

1. Continue to build positive relationships through: Meet the Teacher Pre- School Event, Kindergarten Open House, Grade 1-5 Open House Nights, Student Led Conferences, Parent/Teacher Conferences, Invite parents to join us for our Monthly Mustang Round-Ups where we celebrate students for academic and social accomplishments throughout the each specific month, all parents and Business Partners are invited to monthly SAC meetings and celebrations/curriculum nights.
2. Effectively communicate with families about their students' progress and school processes/practices by utilizing the following forms of contact: Student Agendas, School Messenger, Online Newsletter, Marquee
3. Communicate with parents the key points of restorative practices at an evening activity.

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

#9. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our current level of performance is Silver based on the Six Modules as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program and our goal is to work towards or achieve Gold Status in the 2020-2021SY

Measurable Outcome: Our school will maintain our Silver Status and work towards Gold Status by April 2021 as evidenced in the Alliance for Healthier Generation’s Healthy Schools Program Framework.

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

Evidence-based Strategy: We will engage in wellness efforts through the Alliance for Healthier Generation Schools Program.

Rationale for Evidence-based Strategy: Oakhurst Elementary successfully met Silver Status by the end of the school year. By continuing to closely monitor our progress during monthly safety meetings, we will maintain our current level.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student
2. Attend district-supported professional development
3. Complete Healthy Schools Program Assessment
4. Develop and Implement Healthy School Program Action Plan
5. Update Healthy Schools Program Assessment and Apply for Recognition, if applicable
6. Monthly Healthy Schools update will be delivered during out Safety Meetings.

Person Responsible Kelly Kennedy (kennedyke@pcsb.org)

#10. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: To increase the use of equitable practices. Our current data illustrates we have a disproportionate gap between the black students and white students both academically and behaviorally. Our current data indicates a gap in achievement between our black and non-black students as evidenced by the 2019 FSA and 2019 Winter Map data. 2019 FSA data indicates that 60% of our black population were not proficient in ELA and 40% were not proficient in math. In addition, Winter MAP data indicates that 54% of our black students were not proficient in ELA and 69% were not proficient in Math. To close the achievement gap, we will participate in equity-centered PD school-wide. The problem/gap is occurring because our black students are not demonstrating mastery of standards at the appropriate level of complexity. As a result of equity-centered problem solving within an MTSS framework, we will develop an equity goal to build relational capacity, as well as provide professional development on the use of equitable practices to close the opportunity gap.

Measurable Outcome: To address mindset shift for the adoption of equitable practice, we will participate in equity-centered PD school-wide. Our current data illustrates an opportunity gap between our black and non-black students. The issue may be positively impacted by strengthening culturally relevant practice through targeted, sustained professional development (to include equitable grading and continued PD on Restorative Practice). We will measure progress by recording the number of PD sessions and those who attend. We will also measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walk-through tool and identify positive trends in the data with respect to observable CRT practices and the number of teachers using them. Long-term measures of student outcome will be seen in achievement data where the opportunity gap will decrease by 50% as evidenced by the 2021 FSA in ELA and Math.

Person responsible for monitoring outcome: Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Evidence-based Strategy: Implementation of Restorative Practices, Culturally Relevant Teaching strategies, and PBIS. We will provide PD around these concepts through the following outlets: whole school, MTSS, SBLT and grade level PLC's. We will utilize the CRT classroom walk-through tool to provide weekly feedback to individual teachers as well as communicate and highlight evidence based practices that are impacting the opportunity gap with the entire staff.

Rationale for Evidence-based Strategy: If on-going implementation of Restorative Practices, SEL and Culturally Relevant Teaching practices occur, the gap between black and non-black academics school-wide behaviors will reduce. We will analyze and review our data for effective implementation of our strategies by weekly SBLT meetings, monthly staff meetings and weekly grade level PLCs.

Action Steps to Implement

1. Utilize members of MTSS to conduct survey with respect to current understanding of equity practices (to be completed by end of August)
2. School Leadership Team (SLT) will utilize CRT walk-through tool during grade level PLC's to build a common understanding/language prior to consistent implementation, This will also support equitable action plans for each classroom.
3. During pre-school planning and second semester teachers will take self-audit using the CRT rubric.
4. SLT will develop year-long scope of PD (to include analysis of survey results) that will take place

monthly to include equitable grading practices, the impact of CRT (theory and strategies) and district developed equity modules

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

5. Teachers, administrators, and members of MTSS will monitor data (district assessments, classroom performance) of our black/non-black achievement. Teacher leaders, administrators, and MTSS will meet with teachers to provide support as needed.
6. Restorative Practices Trainer will refresh all staff on Restorative Practices with strategies for social distancing.
7. Full implementation of PBIS school-wide will be monitored by PBIS Committee and through the use of the PBIS Rewards app on CLEVER.
8. Professional development will continue from 2019-20 school year on "mindfulness" with teachers and will begin to explore ways to incorporate in the class.
9. Increase numbers of Equity Champions at Oakhurst by working with Equity Department to schedule a cohort for our school.

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

#11. Other specifically relating to Gifted

Area of Focus Description and Rationale: Gifted students scoring a level 4 & 5 on the ELA and Mathematics portions of the FSA are 75% and 84%. The number of Gifted students scoring a level 4 & 5 on the ELA FSA remained at 75% from 2018 to 2019. The number of Gifted students scoring level 4 & 5 on the Math FSA dropped from 88% in 2018 to 84% in 2019.

Measurable Outcome: Gifted students at Oakhurst Elementary scoring a level 4 or 5 will increase to 85% in ELA and 90% in Math. In addition, we expect that 100% of our gifted students will make Learning Gains in ELA and Mathematics by May 2021.

Person responsible for monitoring outcome: Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks.

Rationale for Evidence-based Strategy: Our rationale for implementing these strategies will challenge, enrich and increase FSA/SSA scores to levels 4 and 5's.

Action Steps to Implement

1. Help gifted learners understand “supported risk” and utilize to help gifted learners more effectively engage in complex tasks.
2. Provide opportunities for gifted learners that incorporate “fuzzier problems”.
3. Incorporate opportunities for gifted learners to “transfer” knowledge.
4. Offer gifted learners opportunities for real world problem solving that incorporate critical and creative thinking.
5. Encourage Teachers/Staff to obtain the gifted micro-credential and/or the gifted endorsement so they can better engage gifted learners in complex tasks.
6. Teachers attend professional development on “embedding creativity in the content areas”.
7. Teachers attend professional development on “differentiation for gifted learners” .

Person Responsible Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Neighborhood and community partnerships are a key to our school's success. Intentionally building positive relationships with families and community partners is a priority at Oakhurst Elementary.

We will continue to build a positive home/school relationship through events such as our Meet the Teacher Pre-School Event, Kindergarten Open House, Grade 1-5 Open House Nights, Student Led Conferences, individualized Parent/Teacher Conferences. We invite parents to join us for our Monthly Mustang Round-Ups where we celebrate students for academic and social accomplishments throughout the each specific month.

In addition, all parents and Business Partners are invited to monthly SAC meetings and celebrations/ curriculum nights.

Effectively communicating with families about their students' progress and school processes/practices helps to foster strong home/school relationships. We utilize the following forms of contact: Student Agendas, School Messenger, Online Newsletter, and Marquee.

In November, Oakhurst hosts "Oakhurst Gives Back" in which our students and families give back to our community by making holiday cards for Veterans and toys for dog/cats to give to the SPCA, to name a few.

Each month, the Seminole Fire Department joins the administration team to distribute our character "Book of the Month" and reads to a grade level.

Oakhurst Elementary fosters strong relationships with feeder day cares (Anona Methodist, Write Start, Oakhurst Learning Center) to support a seamless transition between pre-school and kindergarten. Throughout the year, we invite families utilizing these day care centers to join us for parent/family events (Fall Festival, Ready, Set, Kindergarten!).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	120-Classroom Teachers	2921 - Oakhurst Elementary School	School Improvement Funds		\$3,500.00
			<i>Notes: SIP funds will be used to support our Hourly Teachers and LLI program</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
5	III.A.	Areas of Focus: Other: Bridging the Gap (Black Student Achievement)				\$0.00
6	III.A.	Areas of Focus: Other: School Climate and Conditions for Learning				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
9	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
11	III.A.	Areas of Focus: Other: Gifted				\$0.00
					Total:	\$3,500.00