

Pinellas County Schools

OAKHURST ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Oakhurst is to educate and prepare each student for college, career and life.

Provide the school's vision statement

The vision of Oakhurst Elementary is 100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jolene Jackson

Jacksonjol@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Jennifer Smith

smithjenni@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Learning Specialist, Instructional Leader, Testing Coordinator, PBIS Coordinator, MTSS Team Member, Equity Champion, CST Member.

Leadership Team Member #3**Employee's Name**

Tracey Sanders

sanderstr@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Behavior Specialist, PBIS Team Member, Equity Champion

Leadership Team Member #4**Employee's Name**

Alexis Pratt

prattal@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

MTSS Team Member, Mustang Round Up, Classroom Guidance, CST Member, 504 Coordinator, Equity Champion

Leadership Team Member #5**Employee's Name**

Christine Craig-Langes

craiglangesc@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

MTSS Team Member, SBLT Leader

Leadership Team Member #6

Employee's Name

Tricia Ames

amest@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Leader of CST, Counseling Groups,

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership Team collected feedback from families and staff members on the SIP plan throughout the 2025-2026 school year and used that feedback to create the 2026-2027 School Improvement Plan. The plan is to be presented to staff prior to the school year starting. The School Pinellas - 2921 Oakhurst Elementary School - 2026-27 SIP Last Modified: 7/15/2026.

<https://www.floridacims.org> Page 6 of 23 Improvement Plan will be presented to the School Advisory Council on the first meeting of the school year taking place on 08/11/26. This meeting will be open to all stakeholders, the required attendees will include: Jolene Jackson (principal), Jennifer Smith (assistant principal), and Amy McLaughlin (parent)

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Leadership Team will monitor the impact on student achievement. through monthly SBLT meetings, Collaborative Planning and PLC discussions. Teachers will continuously monitor goals and

outcomes based on the data as they will meet after every Progress Monitoring Cycle. The School Advisory Council will meet once a month after school hours on the third Tuesday of each month to discuss school goals and progress made towards reaching those goals as it pertains to the data collected.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	95	112	119	100	88				585
Absent 10% or more school days	0	16	13	14	12	10				65
One or more suspensions	0	0	0	1	3	0				4
Course failure in English Language Arts (ELA)	0	0	0	1	3	0				4
Course failure in Math	0	0	0	1	3	0				4
Level 1 on statewide ELA assessment	0	0	6	21	3	16				46
Level 1 on statewide Math assessment	0	0	11	18	6	9				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	3	9	0	0				12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	7	12	3	0				22

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	6	19	7	10				42

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	6	0	0				6
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	81	106	105	112	86	92				582
Absent 10% or more school days		12	8	17	8	9				54
One or more suspensions			1	2	2	1				6
Course failure in English Language Arts (ELA)				2	1					3
Course failure in Math				3	1					4
Level 1 on statewide ELA assessment		3	10	28	13					54
Level 1 on statewide Math assessment		5	6	26	4	6				47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	1	10						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	5	15	1					24

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3		11	3	7				24

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	1	6						10
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	71	68	62	70	64	59	70	61	57
Grade 3 ELA Achievement	67	70	61	69	67	59	68	63	58
ELA Learning Gains	73	65	63	69	62	60	71	64	60
ELA Lowest 25th Percentile	70	63	58	63	59	56	57	62	57
Math Achievement*	76	72	66	78	69	64	78	66	62
Math Learning Gains	75	69	64	77	67	63	81	68	62
Math Lowest 25th Percentile	40	56	50	59	56	51	60	58	52
Science Achievement	82	72	62	85	70	58	84	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	554
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	71%	71%	68%	67%	60%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
Black/African American Students	45%	No		
Hispanic Students	71%	No		
Multiracial Students	63%	No		
White Students	70%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	71%	67%	73%	70%	76%	75%	40%	82%					
Students With Disabilities	38%	36%	69%	69%	30%	63%	58%						
Black/African American Students	31%		50%		38%	60%							
Hispanic Students	67%	61%	78%		74%	78%		70%					
Multiracial Students	61%	50%	62%		65%	77%							
White Students	76%	74%	74%	68%	81%	75%	25%	87%					
Economically Disadvantaged Students	60%	59%	74%	83%	68%	72%	37%	72%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	69%	69%	63%	78%	77%	59%	85%					
Students With Disabilities	23%	9%	44%	36%	35%	50%	50%	83%					
Black/African American Students	50%		82%		36%	55%							
Hispanic Students	63%	54%	54%		59%	38%							
Multiracial Students	80%				80%								
White Students	71%	73%	67%	58%	82%	81%	68%	87%					
Economically Disadvantaged Students	57%	64%	64%	70%	66%	70%	65%	70%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	70%	68%	71%	57%	78%	81%	60%	84%					
Students With Disabilities	39%	27%	59%	46%	53%	67%	63%	54%					
Black/African American Students	35%		64%		53%	55%							
Hispanic Students	71%		81%		75%	94%		90%					
Multiracial Students	77%				92%								
White Students	73%	70%	71%	63%	79%	81%	67%	88%					
Economically Disadvantaged Students	56%	58%	70%	60%	65%	70%	59%	73%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	68%	-4%	60%	4%
ELA	4	72%	66%	6%	60%	12%
ELA	5	72%	66%	6%	61%	11%
Math	3	73%	71%	2%	66%	7%
Math	4	80%	72%	8%	65%	15%
Math	5	77%	69%	8%	62%	15%
Science	5	83%	70%	13%	60%	23%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Based on the 2025-2026 statewide assessments, the greatest improvement was made in ELA proficiency with our L25s. In 2025, ELA L25 proficiency was at 63%. In 2026, our ELA L25 proficiency increased to 70%. This is a 7% increase. Our teachers were intentional with their planning for small groups during the intervention blocks using data to group students.

Lowest Performance

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

Based on data from the 25-26 state assessments, data showed that our lowest performance area is our MATH L25 students. We decreased from 59% to 40%. We attribute this to not utilizing math intervention blocks and resources to meet all students needs.

Greatest Decline

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

Based on data from the 25-26 state assessments, data showed that our lowest performance area is our MATH L25 students. *This was also our greatest decline.* We decreased from 59% to 40%. We attribute this to not utilizing math intervention blocks and resources to meet all students needs.

A data point that emerged requiring further support is our Students with Disabilities subgroup. The SWD subgroup is performing at 38% ELA proficiency. This is an increase from the prior year from 23%. Our SWDs are underperforming compared to our overall ELA proficiency level. Our Black student subgroup is also underperforming at 31% overall ELA proficiency. This was a decline from Last year from 50%.

Greatest Gap

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

Oakhurst outperformed both the district and state among all three cells (ELA, Math, and Science).

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on our EWS data, we have seen an increase in students who are missing 10% or more of school from 54 students to 65.

We also noticed that we are seeing an increase of the number of students that had 2 or more early warning indicators from 24 in 2025 to 42 in 2026.

Highest Priorities

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

1. Increasing learning gains in Math with our L25.
2. Supporting the continuous growth of students with disabilities.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We want to increase our overall ELA proficiency while specifically improving outcomes for our L25 students, and Students with Disabilities (SWD) subgroup. Our area of focus will be implementing Writing About Reading/Writing to Learn strategies across all content areas and all grade levels. Research tells us that writing, thinking, and reading are linked, with writing serving as the key to unlocking the other two. Writing about reading requires students to retrieve, organize, and synthesize information in ways that strengthen long-term memory and deepen understanding, ultimately supporting increased proficiency in ELA.

In addition, we will use multiple sources of student data, including universal screeners (FAST Assessments), diagnostic assessments (ELFAC, Fluency Probes), classroom performance, and progress monitoring, to identify foundational literacy skill gaps in phonemic awareness, phonics, vocabulary, fluency, and other essential reading skills. These data will guide targeted instruction and interventions to ensure students develop the foundational skills necessary for reading fluency and comprehension. Instruction will provide a balanced approach that includes daily opportunities for students to both decode (read) and encode (spell and write) at the word, sentence, and passage levels. This approach will strengthen students' ability to transfer foundational skills into authentic reading and writing tasks while building automaticity, fluency, and comprehension.

To further strengthen comprehension and language development, students will regularly engage in structured academic discourse through collaborative conversations, evidence-based discussions, and opportunities to explain and defend their thinking using academic language. These rich discussions, combined with purposeful writing about reading, will deepen students' understanding of complex texts, strengthen vocabulary acquisition, and increase their ability to communicate their thinking effectively.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in English Language Arts (ELA) will increase 3% from 71% to 74%.

ELA Grade 3 proficiency will increase from 67% to 78% as measured by PM3 FAST Assessment.

ELA Grade 4 proficiency will increase from 74% to 75% as measured by PM3 FAST Assessment.

ELA Grade 5 proficiency will increase from 73% to 77% as measured by PM3 FAST Assessment.

ELA learning gains will increase from 73% to 75% as measured by PM3 FAST Assessment.

ELA L25 learning gains will increase from 70% to 75% as measured by PM3 FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional Rounds during PLCs where teachers use a tool to track student engagement and student talk during ELA Core Instruction. Data chats and tracking of unit assessment data during PLCs. Tracking of PM1, PM2, and PM3 FAST Data.

Person responsible for monitoring outcome

Jolene Jackson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oakhurst Elementary will implement Writing About Reading/Writing to Learn strategies across all grade levels and content areas to increase ELA proficiency, with a targeted focus on improving outcomes for L25 students and Students with Disabilities (SWD). Students will engage in frequent opportunities to write in response to reading, explain their thinking, use text evidence, organize ideas, and synthesize information. Instruction will intentionally connect reading, writing, and academic discourse to deepen comprehension, strengthen vocabulary, and improve students' ability to communicate understanding. In addition, teachers will use multiple sources of data to identify and address foundational literacy needs. Targeted instruction and intervention will strengthen skills in phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, and written expression. Students will receive daily opportunities to decode (read) and encode (spell/write) at the word, sentence, and passage levels to build automaticity and transfer foundational skills into authentic literacy tasks.

Rationale:

Research supports that reading, writing, and thinking are interconnected processes. Writing about reading requires students to retrieve, organize, elaborate on, and synthesize information, which strengthens long-term memory and deepens comprehension. When students regularly write to demonstrate understanding, they engage more actively with text, improve vocabulary development, and increase their ability to communicate complex thinking. Data analysis indicates a need to increase overall ELA proficiency while accelerating growth for L25 students and SWD. Strengthening foundational literacy skills while increasing opportunities for academic discourse and purposeful writing will provide students with the skills necessary to access complex texts and demonstrate mastery of grade-level standards.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Writing About Reading/Writing to Learn Practices

Person Monitoring:

Jennifer Smith

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide regular opportunities for students to write in response to reading across content areas.

Students will use text evidence, academic vocabulary, and structured writing routines to explain and defend their thinking.

PLCs will collaboratively plan writing opportunities aligned to grade-level standards and analyze student writing samples to determine next instructional steps.

Monitoring Impact:

Administration and instructional support staff will monitor implementation through classroom walkthroughs, lesson plans, student work samples, and PLC discussions.

Teams will analyze student writing samples for evidence of comprehension, vocabulary development, use of text evidence, and alignment to standards.

Action Step #2

Use Data to Identify and Respond to Foundational Literacy Needs

Person Monitoring:

Jolene Jackson

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will analyze FAST data, ELFAC, fluency probes, classroom performance, and progress monitoring data to identify specific skill gaps.

Students will receive targeted instruction/intervention in phonemic awareness, phonics, vocabulary, fluency, comprehension, spelling, and writing.

Instruction will include intentional opportunities for students to decode and encode daily.

Monitoring Impact:

PLC teams will review assessment data, intervention progress, and student work to monitor student growth.

Student progress will be monitored through FAST PM data, diagnostic assessments, fluency measures, classroom assessments, and intervention data.

Action Step #3

Strengthen Academic Discourse to Support Reading and Writing

Person Monitoring:

Jennifer Smith

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement structured opportunities for students to engage in collaborative conversations, evidence-based discussions, and academic language practice.

Students will explain reasoning, respond to peers, and verbally rehearse ideas before transferring thinking into writing.

Monitoring Impact:

Classroom walkthrough data will monitor student engagement in academic conversations and evidence of student ownership of learning.

PLCs will examine connections between discourse, written responses, and student comprehension outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our goal is to monitor small-group mathematics intervention and instruction to ensure teaching is designed and implemented according to evidence-based principles, with a targeted focus on improving outcomes for students with disabilities and students in the lowest 25% of mathematics performance. Our strategy is to build procedural fluency from conceptual understanding through high-quality, differentiated instruction while intentionally embedding Florida's **Mathematical Thinking and Reasoning Standard MA.K12.MTR.4.1**. Teachers will provide opportunities for students to engage in mathematical discussions that reflect on their own thinking and the thinking of others by communicating mathematical ideas, justifying solution methods, analyzing and comparing strategies, recognizing and correcting errors, and supporting arguments with mathematical evidence.

Specifically for SWD subgroups and L25s, teachers will use ongoing formative assessments to identify and address gaps in students' understanding of the **Number Sense and Operations** strand, ensuring timely intervention and targeted instruction. Student progress will be monitored through standards-based assessment practices to ensure mastery of the Florida B.E.S.T. Mathematics

Standards. Through these evidence-based instructional practices, all students, particularly students with disabilities and those in the lowest 25% of mathematics performance, will develop conceptual understanding, procedural fluency, and the ability to apply mathematical reasoning flexibly to solve contextual and mathematical problems.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math Grade 3 proficiency will increase from 76% to 80% as measured by PM3 FAST Assessment.

Math Grade 4 proficiency will increase from 80% to 83% as measured by PM3 FAST Assessment.

Math Grade 5 proficiency will increase from 76% to 80% as measured by PM3 FAST Assessment.

Math learning gains will increase from 75% to 80% as measured by PM3 FAST Assessment.

Math L25 learning gains will increase from 40% to 50% as measured by PM3 FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To implement and monitor small group intervention/instruction aligned with the goal of building procedural fluency from conceptual understanding, begin by defining clear look-fors that signal success. Then, we will analyze student work and formative assessment data by reviewing exit tickets.

Person responsible for monitoring outcome

Jennifer Smith

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Oakhurst Elementary will implement high-quality, differentiated mathematics instruction and targeted small-group intervention to increase overall mathematics proficiency, with a specific focus on improving outcomes for students with disabilities (SWD) and students in the lowest 25% (L25) of mathematics performance. Instruction will focus on building procedural fluency from conceptual understanding by ensuring students understand mathematical concepts before applying procedures and strategies. Teachers will use ongoing formative assessments and standards-based data to

identify and address gaps in student understanding, with an emphasis on the Number Sense and Operations strand. Instruction and intervention will be intentionally designed to support mastery of the Florida B.E.S.T. Mathematics Standards through opportunities for students to explore concepts, develop efficient strategies, and apply mathematical reasoning. To deepen mathematical understanding, teachers will intentionally embed Mathematical Thinking and Reasoning Standard MA.K12.MTR.4.1 by providing students opportunities to engage in mathematical discourse. Students will explain their thinking, justify strategies, analyze the reasoning of others, identify and correct errors, and use mathematical evidence to support their conclusions.

Rationale:

Research supports that students develop stronger mathematical understanding when procedural fluency is built from conceptual understanding rather than through memorization of isolated steps. Students must have opportunities to explore mathematical concepts, discuss strategies, make connections, and apply reasoning in order to transfer learning to new mathematical situations. Student data indicates a need to increase overall mathematics proficiency while accelerating growth for students with disabilities and L25 students. Providing targeted instruction based on ongoing assessment data, strengthening Number Sense foundations, and increasing opportunities for mathematical discourse will support students in developing conceptual understanding, procedural fluency, and flexible problem-solving skills aligned to grade-level standards.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Targeted Small-Group Mathematics Instruction and Intervention

Person Monitoring:

Jolene Jackson

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use formative assessment data, FAST Mathematics data, classroom performance, and standards-based assessments to identify specific student needs.

Teachers will provide differentiated small-group instruction and intervention focused on closing gaps in mathematical understanding.

Instruction will prioritize the Number Sense and Operations strand to strengthen foundational mathematics skills needed for future success.

Administration and instructional support staff will monitor implementation through classroom walkthroughs, small-group observation, lesson plans, and PLC discussions.

PLC teams will analyze assessment data and student work to determine progress toward mastery and adjust instruction.

Action Step #2

Build Procedural Fluency from Conceptual Understanding

Person Monitoring:

Jennifer Smith

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide learning experiences that allow students to understand mathematical concepts before moving toward efficient procedures and algorithms.

Students will use models, representations, strategies, and mathematical reasoning to demonstrate understanding.

Teachers will support students in connecting conceptual understanding to accurate and flexible procedural fluency.

Student progress will be monitored through FAST PM data, standards-based assessments, classroom assessments, and formative checks for understanding.

PLC teams will review evidence of student thinking, strategy use, and mastery of grade-level standards.

Action Step #3

Strengthen Mathematical Thinking, Reasoning, and Academic Discourse and Writing to Learn Strategies

Person Monitoring:**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will embed Florida Mathematical Thinking and Reasoning Standard MA.K12.MTR.4.1 through intentional opportunities for students to communicate mathematical ideas.

Students will explain and justify solution methods, compare strategies, analyze errors, respond to peer thinking, and support conclusions using mathematical evidence. They will engage in academic discourse and utilize math journals to demonstrate thinking and reasoning.

Monitoring Impact:

Classroom walkthrough data will monitor evidence of mathematical discourse, student reasoning, and opportunities for students to explain their thinking.

PLCs will analyze student responses, written explanations, and problem-solving tasks to determine the impact on mathematical understanding and achievement.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our goal is to create strong systems of support by prioritizing relationship-building, which is essential to student success. We aim to increase achievement among our Black student subgroup (Underperforming students) by ensuring they experience positive, supportive relationships within the school environment. Through these efforts, we will see significant improvements in students' academic performance and sense of belonging, as well as a noticeable increase in the ability of staff to effectively meet the unique needs of these students and bridge the gap

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our ELA proficiency for the *Black subgroup* will increase from 31% to 50% as measured by PM3 FAST Assessment. Our ELA learning gains for the *Black subgroup* will increase from 50% to 75% as measured by PM3 FAST Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor student achievement using our district ELA, Math and Science unit assessments as well as FAST testing.

Person responsible for monitoring outcome

Jolene Jackson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Building Relationships through Mentoring

Rationale:

Studies consistently show that positive teacher-student relationships significantly impact student engagement, motivation, and academic performance. When students feel that their teachers care about their success, they are more likely to participate and perform well. This is especially true for students of color, who may face additional systemic challenges. Social-Emotional Learning (SEL) programs, which emphasize relationship-building and emotional support, have also been shown to enhance achievement for at-risk students by helping them manage emotions, build positive relationships, and make responsible decisions. Furthermore, fostering a sense of belonging through positive relationships is linked to higher academic performance, as students are more likely to engage when they feel part of the school community. Finally, culturally relevant pedagogy, which focuses on building relationships rooted in cultural understanding, allows Black students to see their identity reflected in the classroom, boosting motivation and academic participation. In sum, relationship building is a powerful, evidence-backed approach to increasing achievement and supporting the success of Black students.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Mentoring

Person Monitoring:

Alexis Pratt

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mentors will be established for our underperforming black students. They will meet with them weekly throughout the year. We will make instructional goals based on student achievement and collaborate with mentors and classroom teachers. Student data will be shared monthly with mentors. Mentors will meet with students to discuss positive growth and plan for continued growth. We will also do a once-a-month confidence building lunch bunch.

Action Step #2

Students Data Tracking

Person Monitoring:

Jenn Smith

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The SBLT Team members will meet with our BLK/African American students monthly to fill in their portfolios/data binders. The SBLT Team will set goals with students and create plans to achieve them.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in Science will increase 3% (from 82% to 85%), as measured by the Statewide Science Assessment (SSA).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will use PCSB Unit/Big Idea formative assessments to track student progress of all grade levels. 4th and 5th grade will take additional mid-year and Spring formative checks. Teachers will use daily exit tickets to monitor learning progress. Student data will be analyzed during monthly SBLTs and PLCs to inform instruction.

Person responsible for monitoring outcome

Jennifer Smith

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Academic Discourse Teachers will plan opportunities for students to have discussions about what they have learned.

Rationale:

Rationale: Classroom discussion is a strategy that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussions allow students to improve their communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learned the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Writing to Learn in Science Journals: Teachers will plan opportunities for students write about what they have learned in their journals

Person Monitoring:

Jennifer Smith

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrate writing-to-learn strategies through the use of science notebooks, where students can record their thinking using sentence stems, written explanations, and/or diagrams—to clearly explain scientific thinking. Students will write in journals using academic language and will show mastery/ understanding of the benchmark/standard that was taught in science

Action Step #2

Collaborative Discourse around Science.

Person Monitoring:

Jolene Jackson

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide all students with consistent opportunities to use collaborative discourse in science and engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. These opportunities will be planned during team collaborative planning sessions. · During collaborative planning, make strategic decisions about implementation of the curriculum to maximize impact on student learning, including, but not limited to common planning, materials management, and use of collaborative structures for high-level engagement tasks. · Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Promote daily attendance by creating a positive school culture around showing up, with targeted support for students at risk of chronic absenteeism. Attendance leads to improved learning outcomes. Based on the Early Warning Systems collected from the 2025-2026 school year displays 54 of our students that are absent more than 10% of the time. This Early Warning Indicator can directly impact student achievement: therefore student engagement and positive behavior strategies will be implemented to increase student attendance and decrease other affected early warning indicators.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May, we will decrease the number of students who have been identified as missing 10% or more by half from 54 to 27, leading to improved engagement and learning outcomes.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance team will meet twice a month to review student data. our social worker will create action plans for students with 3 or more absences.

Person responsible for monitoring outcome

Tricia Ames

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive behavior strategies implemented within the classroom to increase connections and relationships to empower students to increase attendance rates. PLCs among staff members to analyze and disaggregate the data for students with multiple Early Warning Indicators.

Rationale:

This strategy was selected to improve student attendance rates and support students with multiple Early Warning Indicators while ultimately increasing the positive learning experience for all students.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Achieves

Person Monitoring:

Tricia Aimes

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Promote daily attendance by creating a positive school culture around showing up, with targeted support for students at risk of chronic absenteeism. Implementation: Recognize good attendance with monthly celebrations, class shoutouts, and incentives (e.g., Mustang of the Month for attendance) Track attendance weekly and flag students with 3+ absences for early intervention. Tiered supports: Tier 1: Schoolwide incentives and class competitions Tier 2: Parent contact after 3-5 absences. Tier 3: Counselor or social worker check-ins, attendance contracts, and home visits if needed.

Action Step #2

Monitoring and Support

Person Monitoring:

Tricia Ames

By When/Frequency:

on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance team will meet twice a month to review student data. Teachers will notify the team of any patterns or concerns. SW and administration will communicate with families regularly about the importance of attendance in newsletters, conferences, and social media.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00