

Pinellas County Schools

OLDSMAR K-8



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 Oldsmar K-8 is to ensure a safe and nurturing environment where every student is empowered to learn, grow, and reach their highest potential, developing into lifelong learners and responsible citizens.

Provide the school's vision statement

100% Student Success = 1+ Years Learning Gain for Each Student

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

Gregory Logan

logang@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Lead instruction and improve student achievement

Build a positive, safe school culture

Supervise, evaluate, and support staff

Manage daily school operations and safety

Communicate with families and community

Oversee budget and resources

Ensure compliance with policies and regulations

Set goals and drive school improvement

Leadership Team Member #2

Employee's Name

Shawn Saunders

saundersch@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Support the principal in daily school operations
 Supervise and evaluate teachers and staff
 Manage student discipline and behavior systems
 Monitor instruction and support academic achievement
 Coordinate testing, schedules, and school programs
 Ensure a safe, orderly school environment
 Communicate with parents, staff, and community
 Support professional development and coaching
 Assist with hiring and staff management
 Lead school initiatives and step in as acting principal when needed

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 School Improvement Plan (SIP) was developed through a focused, collaborative process involving key stakeholders.

The School Leadership Team analyzed academic, behavior, attendance, and survey data to identify priority needs and draft initial goals. Teachers and staff provided input during PLCs and faculty meetings, helping refine strategies to ensure they are practical and aligned to classroom instruction. Family input was gathered through surveys, and PTA engagement, with feedback highlighting the need for strong communication, academic support, and a positive school climate. For our middle

grades, student feedback was also considered to better understand engagement and school experience.

Community partners were consulted to align available resources and support programs with school goals.

All feedback was reviewed by the leadership team and used to finalize the SIP, ensuring it is data-driven, actionable, and reflective of stakeholder priorities.

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 Improvement Plan (SIP) will be consistently monitored by school leadership through a structured and ongoing process to ensure fidelity of implementation and progress toward goals. The administrative team and School Leadership Team will conduct regular data reviews, including FAST assessments, district progress monitoring, behavior data, and attendance trends. These reviews will occur during leadership meetings and PLCs to track progress and identify areas needing adjustment.

Administrators will also monitor implementation through classroom walkthroughs, lesson plan reviews, and observation/feedback cycles to ensure instructional strategies outlined in the SIP are being effectively executed.

Progress toward SIP goals will be discussed during monthly School Advisory Council (SAC) meetings, where updates are shared and stakeholder feedback is considered.

Additionally, mid-year and end-of-year reviews will be conducted to evaluate overall effectiveness, make necessary adjustments, and ensure alignment with district expectations.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	73.1%
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) ENGLISH LANGUAGE LEARNERS (ELL) 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: B

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	36	45	68	65	62	75	31	0	0	382
Absent 10% or more school days	0	10	12	10	9	13	6	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	1	3	1	0	0	5
Course failure in Math	0	0	0	0	0	3	1	0	0	4
Level 1 on statewide ELA assessment	0	2	14	10	2	10	4	0	0	42
Level 1 on statewide Math assessment	0	3	11	7	3	7	6	0	0	37
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	5	2	0	0	0	0	0	7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	6	1	0	0	0	0	0	10

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		2	13	7	1	6	4			33

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	2	2	2	0	0	0	0	0	6
Students retained two or more times	0	0	0	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	38	66	72	71	75	61				383
Absent 10% or more school days		16	17	8	10	13				64
One or more suspensions				2	2	2				6
Course failure in English Language Arts (ELA)				1		1				2
Course failure in Math						2				2
Level 1 on statewide ELA assessment		3	22	18	7					50
Level 1 on statewide Math assessment		5	16	16	3	7				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	8	3	1					14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	12	5	1					22

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		2	6	5	3	8				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										0
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*	76	68	62	74	64	59	67	61	57
Grade 3 ELA Achievement	76	70	61	69	67	59	69	63	58
ELA Learning Gains	66	65	63	71	62	60	69	64	60
ELA Lowest 25th Percentile	53	63	58	63	59	56	61	62	57
Math Achievement*	78	72	66	74	69	64	68	66	62
Math Learning Gains	66	69	64	63	67	63	55	68	62
Math Lowest 25th Percentile	48	56	50	57	56	51	50	58	52
Science Achievement	76	72	62	79	70	58	73	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	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	539
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*
67%	67%	65%	62%	58%	44%	

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	56%	No		
English Language Learners	60%	No		
Black/African American Students	56%	No		
Hispanic Students	62%	No		
Multiracial Students	81%	No		
White Students	70%	No		
Economically Disadvantaged Students	63%	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	76%	76%	66%	53%	78%	66%	48%	76%					
Students With Disabilities	47%	73%	60%	67%	47%	55%	46%	50%					
English Language Learners	59%		58%		56%	67%							
Black/African American Students	59%				53%								
Hispanic Students	59%	65%	55%		66%	64%							
Multiracial Students	85%		91%		85%	64%							
White Students	81%	79%	65%	59%	84%	69%	50%	71%					
Economically Disadvantaged Students	69%	75%	60%	50%	65%	59%	45%	80%					

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	74%	69%	71%	63%	74%	63%	57%	79%					53%
Students With Disabilities	30%		55%	62%	50%	36%	27%	55%					
English Language Learners	56%				81%								53%
Asian Students	100%				100%								
Black/African American Students	56%		55%		44%	64%							
Hispanic Students	60%	38%	70%		74%	60%		74%					42%
Multiracial Students	88%				69%								
White Students	76%	75%	73%	59%	76%	60%	50%	80%					
Economically Disadvantaged Students	66%	59%	69%	74%	64%	60%	65%	68%					60%

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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 PROGRE
All Students	67%	69%	69%	61%	68%	55%	50%	73%					72%
Students With Disabilities	37%	45%	43%	39%	42%	50%	44%	53%					
English Language Learners	54%		70%		62%	60%							72%
Asian Students	92%				100%								
Black/African American Students	52%		71%		43%	43%							
Hispanic Students	65%	57%	69%		72%	59%		86%					60%
Multiracial Students	100%				100%								
White Students	64%	71%	64%	56%	65%	54%	46%	70%					
Economically Disadvantaged Students	64%	58%	69%	61%	62%	57%	50%	72%					69%

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	75%	68%	7%	60%	15%
ELA	4	74%	66%	8%	60%	14%
ELA	5	77%	66%	11%	61%	16%
Math	3	73%	71%	2%	66%	7%
Math	4	85%	72%	13%	65%	20%
Math	5	74%	69%	5%	62%	12%
Science	5	74%	70%	4%	60%	14%

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?

ELA Third Grade Achievement showed the most improvement, with proficiency increasing to 74%, a 5-percentage-point gain from the previous year. This growth reflects the school's focused efforts to strengthen literacy instruction and provide targeted support to students in reading.

Several key actions contributed to this success. Teachers implemented data-driven instruction by regularly analyzing assessment data to identify student needs and adjust instruction accordingly. Small-group reading instruction was strengthened to provide targeted intervention and enrichment opportunities. Grade-level teams collaborated during PLC meetings to align instruction with state standards, review student performance data, and share effective literacy strategies.

Additionally, the school increased opportunities for students to engage in text-based discussions, and writing activities that required them to cite evidence from complex texts. Progress monitoring was used consistently to track student growth and provide timely interventions. These intentional efforts helped improve reading proficiency and contributed to the significant gains in third-grade ELA achievement.

Lowest Performance

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

Math Learning Gains (L25) showed the lowest performance among our data components. Proficiency decreased from 57% to 49%, representing an 8-percentage-point decline from the previous school year. While overall Math Achievement increased, the decrease in Learning Gains indicates that a smaller percentage of students made the expected annual growth compared to prior years.

Several factors contributed to this decline. First, an increased emphasis on achieving grade-level proficiency required teachers to focus intensive instructional support on students performing below grade level, which may have impacted the growth trajectory of students who were already near or above proficiency. Additionally, the increased rigor of grade-level standards and assessments required students to demonstrate deeper conceptual understanding and more complex problem-

solving skills, creating challenges for some students in achieving the level of growth needed to meet Learning Gains criteria. Analysis of assessment data revealed that students continued to struggle with multi-step problem solving, mathematical reasoning, and applying concepts across domains, particularly among students who entered the year performing significantly below grade level.

A review of trends indicates that while overall math proficiency improved, growth was not consistent across all student performance levels. There is a need to strengthen differentiated instruction, progress monitoring, and targeted interventions to ensure students at all achievement levels demonstrate sufficient annual growth. Moving forward, Oldsmar K-8 will continue to focus on data-driven instruction, small-group support, and targeted instructional strategies designed to accelerate learning and improve Math Learning Gains for all students.

Greatest Decline

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

Math Learning Gains (L25) showed the greatest decline from the previous year, decreasing from 57% to 49%, an 8-percentage-point drop. Several factors contributed to this decline despite improvements in overall Math Achievement.

A primary factor was the school's focus on increasing proficiency among students performing below grade level. While these efforts resulted in higher achievement rates, not all students demonstrated the annual growth needed to meet the Learning Gains metric. Additionally, many students entered the year with gaps in foundational math skills, and the increased rigor of grade-level standards required stronger mathematical reasoning, problem-solving, and application of concepts across domains.

Data trends indicate that while more students achieved proficiency, growth was not consistent across all student groups and performance levels. Moving forward, Oldsmar K-8 will continue to strengthen progress monitoring, targeted interventions, and differentiated instruction to support both proficiency and accelerated student growth.

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.

The data component with the greatest gap compared to the state average was Math achievement among students in the lowest 25th percentile. The state average was 52%, while Oldsmar K-8 scored 48%, resulting in a 4-percentage-point gap.

Several factors contributed to this difference. Students in the lowest quartile often require intensive targeted interventions and consistent progress monitoring to accelerate learning. Gaps in

foundational math skills, learning disruptions from previous years, and varying levels of student mastery of grade-level standards may have limited growth for some students. Additionally, increasing rigor in Florida's math standards and assessments may have presented challenges for students who were already performing below grade level.

The trend indicates that while Oldsmar K-8 performed below the state average, the gap was relatively small at four percentage points. This suggests that the school is approaching state performance levels but would benefit from continued focus on differentiated instruction, intervention supports, and data-driven remediation for students in the lowest-performing subgroup. Strengthening foundational skills and providing targeted support should help narrow the gap and improve outcomes in future assessments.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data, two potential areas of concern are student attendance and ELA achievement. Approximately 17% of students were absent 10% or more of school days, placing them at risk for missed instructional time and reduced academic growth. Chronic absenteeism can negatively impact student achievement, engagement, and overall school success.

Additionally, 13% of students scored at Level 1 on the statewide ELA assessment, indicating that these students are performing significantly below grade-level expectations and may require intensive academic support. Students performing at Level 1 often struggle with foundational reading skills, comprehension, and the ability to access grade-level content independently.

These data suggest a need for continued focus on attendance monitoring, family engagement, targeted literacy interventions, and progress monitoring to improve student outcomes and reduce the number of students identified in these early warning indicators.

Highest Priorities

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

1. Improve ELA and Math Learning Gains for the Lowest 25% (L25)
 - Increase the percentage of students in the lowest quartile demonstrating annual learning gains through targeted small-group instruction, progress monitoring, and data-driven interventions.
2. Increase Black Student Achievement and Learning Gains
 - Focus on improving proficiency and learning gains for Black students in ELA and Mathematics through differentiated instruction, targeted supports, and ongoing data analysis to address achievement gaps.

3. Strengthen Collaborative Planning and PLCs

- Enhance the effectiveness of collaborative planning by using student data, aligning instruction to standards, sharing best practices, and developing common assessments to improve instructional outcomes.

4. Implement Focused Academic Interventions

- Provide timely, targeted interventions based on student needs, utilizing MTSS processes, progress monitoring, and evidence-based instructional strategies to accelerate learning.

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.

The school's area of focus is improving reading proficiency across all grade levels through high-quality, standards-aligned instruction in foundational literacy skills, vocabulary development, reading fluency, and comprehension as outlined in Florida's B.E.S.T. Standards. In addition to increasing overall reading achievement, the school is committed to reducing the gender achievement gap in literacy through the use of evidence-based instructional strategies, targeted interventions, differentiated supports, and ongoing progress monitoring to ensure all students have equitable opportunities for success.

This focus was identified through an analysis of 2026 FAST assessment data, which revealed an overall reading proficiency rate of 74%. Although student performance remains strong, the data indicates a need to increase the number of students meeting or exceeding grade-level expectations while addressing achievement disparities between male and female students. By strengthening literacy instruction and providing targeted support based on student needs, the school will improve reading outcomes, enhance achievement across all content areas, and promote equitable academic growth for every learner.

By the spring 2027 FAST Reading assessment, Oldsmar K-8 will increase overall reading proficiency from 74% to 80% and reduce the literacy achievement gap between male and female students by at least 5 percentage points through targeted instruction, strategic interventions, differentiated supports, and continuous progress monitoring.

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.

Based on 2026 FAST Reading assessment results, 76% of students in grades K–5 were proficient in reading. During the 2026–2027 school year, the school will increase overall reading proficiency from

76% to 80%, as measured by the PM 3 FAST ELA Assessment. Progress will be monitored through district assessments, FAST progress monitoring, and ongoing data reviews to ensure students are making adequate growth toward grade-level expectations.

Monitoring

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

Implementation and impact will be monitored through regular review of FAST Progress Monitoring data, district assessments, classroom assessments, and progress-monitoring results. Grade-level teams and administration will analyze student performance data during PLC meetings to identify trends, adjust instruction, and provide targeted interventions. Walkthroughs, lesson plan reviews, and coaching support will be used to ensure consistent implementation of evidence-based literacy practices. Progress toward the goal of increasing reading proficiency from 76% to 80% will be reviewed throughout the year to determine effectiveness and guide instructional decisions.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

Human resources will be strategically utilized to strengthen rigorous, standards-based instruction. Through collaborative planning with interventionists and instructional specialists, teachers will design and deliver high-quality lessons aligned to academic standards. A structured intervention process will be used to address specific student learning needs and accelerate achievement. ELA instruction will integrate science and social studies benchmarks to promote interdisciplinary learning and deepen content knowledge. To support comprehension and mastery of grade-level standards, essential prior knowledge will be identified and explicitly taught before new learning is introduced. Teachers will also guide students in using writing for a variety of purposes, incorporating strategies from The Writing Revolution 2.0 to strengthen critical thinking, communication, and content understanding.

Rationale:

This action step was selected based on a review of 2026 FAST Reading data, which indicated a schoolwide proficiency rate of 76% and a need to increase student achievement in reading. Data analysis revealed that students benefit from targeted interventions, strong Tier 1 instruction, and increased opportunities to build background knowledge and demonstrate understanding through writing. By leveraging interventionists and specialists to support collaborative planning and differentiated instruction, the school will strengthen academic outcomes for all learners. Integrating science and social studies content into ELA instruction and implementing strategies from The Writing Revolution 2.0 will enhance comprehension, critical thinking, and written communication, helping more students achieve proficiency on state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Alignment with the rigor of the standards and benchmarks

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027/ Weekly

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

Teachers and administrators ensure that all students consistently engage with complex, grade-level content and tasks that align with the rigor of the standards and benchmarks.

Action Step #2

Monitoring

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027 /Weekly

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

Use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

Action Step #3

Instruction

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027 / Weekly

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

Provide clear, direct, and explicit instruction in writing

Area of Focus #2

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.

State assessment data collected from the 2025-2026 school year 76% of students performed at or above grade level, this still leaves Students are entering grade-level science instruction without the

necessary background knowledge, which hinders their ability to engage with new content.

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.

Science proficiency will increase from 76% to 80%, as measured by state assessments

Monitoring

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed staff at PLCs. Lesson plans will be monitored by the leadership team to ensure instruction is intentional.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

Vertical alignment and scaffolded instruction that builds on prior learning will be provided daily in science. Students receive daily, structured support that builds their understanding incrementally, including those who need additional time or alternative strategies to master content.

Rationale:

Collaborative planning in the area of ELA improves lesson development and learning outcomes for students. Teachers can collaborate to create targeted instruction for both whole and small group instruction. Their planning can support all students, including those students who struggle with reading while aligning lessons with grade-level BEST standards for reading and writing.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Structures for Planning/PLCs

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Monthly

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

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning. Allow time for planning intentional small group and intervention instruction. Continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master

Action Step #2

Intentionally Instruction

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Monthly

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

Implement schoolwide science instruction that intentionally builds and activates background knowledge before introducing new grade-level content. Teachers will use pre-teaching strategies, hands-on investigations, academic vocabulary development, and cross-curricular connections to provide students with the foundational knowledge needed to access complex science concepts.

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.

Black students have consistently performed below proficiency benchmarks in both ELA and mathematics over the past three years, indicating a continued need for targeted support and acceleration. ELA proficiency has increased from 52% in 2023–2024 to 56% in 2024–2025 and 59% in 2025–2026, demonstrating steady growth; however, more than 40% of Black students are still not meeting grade-level expectations in reading. This limits their ability to effectively access and engage with content across all subject areas.

Similarly, mathematics proficiency has improved from 43% in 2023–2024 to 44% in 2024–2025 and 53% in 2025–2026, yet nearly half of Black students continue to struggle with grade-level mathematical concepts and skills. While the trend is positive, achievement gaps remain and require continued attention.

A key contributing factor is the inconsistent implementation of targeted small-group instruction across

grade levels. As a result, some students have not received the differentiated support and interventions necessary to address skill deficits and accelerate learning. Moving forward, the school will prioritize data-driven instruction, targeted interventions, and consistent small-group instructional practices to improve proficiency and learning gains for Black students in both ELA and mathematics.

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.

Black students will increase proficiency in both English Language Arts (ELA) and Mathematics to 70%. Current proficiency levels are 59% in ELA and 53% in Mathematics, requiring gains of 11 percentage points in ELA and 17 percentage points in Mathematics to meet the established target. Through targeted instruction, data-driven interventions, and ongoing progress monitoring, Black students will demonstrate measurable academic growth and achievement in both content areas.

Monitoring

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

The area of focus will be monitored through daily informal and formal classroom walkthroughs conducted by administrators and instructional leaders, with timely, actionable feedback provided to teachers. Student performance data, including FAST Progress Monitoring assessments (PM1 and PM2), district module assessments, and classroom-based assessments, will be reviewed regularly and discussed during weekly PLC meetings to evaluate student progress and inform instructional decisions. Additionally, lesson plans will be monitored by the leadership team and instructional coaches to ensure that small-group instruction is purposeful, data-driven, and aligned to identified student needs. Ongoing review of implementation and student outcomes will be used to make adjustments and ensure progress toward the school's achievement goals.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

Oldsmar K-8 will implement evidence-based instructional practices that build background knowledge, strengthen literacy skills, and increase student achievement in reading and science across all grade levels. Teachers will utilize The Writing Revolution 2.0 to improve students' comprehension, critical thinking, and written responses through explicit writing instruction integrated across content areas.

Rationale:

This evidence-based intervention was selected based on an analysis of prior-year achievement data, which showed that while 79% of students performed at or above grade level, a significant number of students continue to struggle with accessing and mastering grade-level science content. Data and classroom performance indicate that many students enter science instruction without sufficient background knowledge, limiting their ability to engage in rigorous learning and comprehend new concepts. Research supports the use of explicit instruction, writing across content areas, and the integration of literacy strategies to improve content comprehension and academic achievement. By building background knowledge, providing targeted small-group instruction, and implementing strategies from The Writing Revolution 2.0, the school will strengthen student understanding of complex concepts, improve academic vocabulary and written communication, and increase overall student performance in science and literacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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 Revolution 2.0 Strategies:

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Weekly

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

Students will engage in structured writing activities that require them to explain scientific thinking, analyze information, and support responses with evidence.

Action Step #2

Build Background Knowledge

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Weekly

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

Teachers will intentionally activate and develop students' prior knowledge through vocabulary instruction, text-based resources, hands-on investigations, and real-world connections before introducing new science concepts.

Area of Focus #4

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.

The school's area of focus is improving mathematics achievement through rigorous, standards-based instruction that strengthens conceptual understanding, mathematical reasoning, and problem-solving skills across grades K–5.

This focus was identified through a review of 2025–2026 FAST Mathematics data, which showed 76% proficiency and 49% learning gains for the Lowest 25% (L25). While overall achievement is strong, data indicates a need to increase proficiency and accelerate growth for students performing below grade level. Strengthening core instruction, differentiation, and targeted interventions will support improved outcomes and greater mathematical success 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.

Based on 2025–2026 FAST Mathematics assessment results, 78% of students in grades K–5 were proficient in mathematics, and 49% of students in the Lowest 25% (L25) demonstrated learning gains. During the 2026–2027 school year, the school will increase overall mathematics proficiency from 78% to 80% and increase L25 learning gains from 49% to 60%, as measured by the FAST Mathematics Assessment. Progress will be monitored through FAST Progress Monitoring assessments, district assessments, and ongoing classroom data reviews.

Monitoring

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

This area of focus will be monitored through classroom walkthroughs, lesson plan reviews, and instructional coaching to ensure rigorous, standards-based math instruction. Student data from FAST Progress Monitoring, district assessments, and classroom assessments will be reviewed regularly during PLC meetings to guide instruction and interventions. Progress toward increasing math proficiency from 78% to 80% and L25 learning gains from 49% to 55% will be monitored throughout the year and used to adjust support for students as needed.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

Teachers will implement high-quality, standards-based mathematics instruction aligned to Florida's B.E.S.T. Standards to ensure all students have access to rigorous grade-level content. Instruction will include explicit modeling of mathematical concepts, opportunities for mathematical discourse, problem-solving tasks, and the use of concrete, pictorial, and abstract representations to build conceptual understanding. Teachers will frequently check for understanding and use formative assessment data to adjust instruction and address misconceptions.

Rationale:

This intervention was selected based on a review of 2025–2026 FAST Mathematics data, which showed 78% proficiency in mathematics and 49% learning gains among the Lowest 25% (L25) students. While overall achievement is strong, the data indicates a need to increase proficiency and accelerate growth for students who are not yet meeting grade-level expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Targeted Intervention and Enrichment

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027 / Weekly

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

Provide targeted intervention and enrichment through data-driven small-group instruction, with a particular focus on students in the Lowest 25% (L25). Progress monitoring will occur regularly to identify skill gaps, adjust interventions, and ensure students demonstrate accelerated growth toward grade-level proficiency.

Action Step #2

Standards-based Mathematics Instructional Framework

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

May 2027 / Weekly

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

Implement a consistent K–5 standards-based mathematics instructional framework that emphasizes conceptual understanding, mathematical discourse, and problem-solving. Teachers will utilize common planning, high-quality tasks aligned to Florida's B.E.S.T. Standards, and formative assessment data to differentiate instruction and address student misconceptions in real time.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Cultivating a positive school environment that has a focus on PBIS and guidelines for success

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.

PBIS will support improved attendance by creating a positive school climate that encourages students to attend school consistently. Through attendance incentives, recognition programs, and targeted interventions for at-risk students, the school will reduce the percentage of students who are chronically absent (missing 10% or more of school days) from approximately 17% to 12% during the 2026–2027 school year. Attendance data will be monitored monthly to identify trends, provide supports, and measure progress toward the goal.

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.

This area of focus will be monitored through monthly reviews of attendance data by school administrators, the PBIS team, and student support staff. Attendance trends, including the percentage of students who are chronically absent (missing 10% or more of school days), will be analyzed to identify at-risk students and determine the effectiveness of attendance supports and PBIS incentives.

Student attendance data will be discussed regularly during leadership and CST meetings to develop targeted interventions, increase family communication, and remove barriers to attendance. The school will track participation in attendance recognition programs and monitor progress toward reducing chronic absenteeism from 17% to 12%.

Ongoing monitoring will allow the school to provide timely support to students experiencing attendance challenges, increasing access to daily instruction. Improved attendance will result in increased instructional time, greater student engagement, and stronger academic outcomes.

Person responsible for monitoring outcome

Principal and Assistant Principal

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:

The school will implement Positive Behavioral Interventions and Supports (PBIS) to improve student attendance and reduce chronic absenteeism. PBIS will establish clear expectations for attendance, promote a positive school climate, and reinforce consistent attendance through recognition programs, incentives, and classroom celebrations. Students identified as at risk for chronic absenteeism will receive targeted supports, including attendance monitoring, mentoring, family communication, goal setting, and problem-solving interventions. Attendance data will be used to provide timely supports and interventions based on individual student needs.

Rationale:

This intervention was selected based on attendance data indicating that approximately 17% of students were chronically absent, missing 10% or more of school days. Chronic absenteeism reduces instructional time, negatively impacts academic achievement, and decreases student engagement. Research supports PBIS as an effective framework for improving school climate, increasing student engagement, and promoting positive behaviors, including regular attendance. By recognizing and reinforcing positive attendance habits while providing targeted support for at-risk students, the school aims to reduce chronic absenteeism and increase students' access to instruction, leading to improved academic outcomes and overall student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Behavioral Interventions

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Biweekly

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

We will strengthen the implementation of Tier I, II, and III behavioral interventions to more effectively support both students and staff. MTSS teams will convene bimonthly to review and discuss students receiving Tier II and III supports. In addition, the administrative team will meet monthly to identify behavioral trends and develop proactive solutions. Our School-Based Leadership Team (SBLT) will assist teachers in applying school-wide Tier I PBIS strategies and provide targeted support to those facing classroom management challenges, as identified through behavioral data. We will also continue our collaboration with community partners to address and remove barriers that impact student behavior and success.

Action Step #2

Monitoring

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Biweekly

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

The PBIS team will monitor attendance data monthly to identify students at risk for chronic absenteeism and provide targeted supports, including parent communication, attendance mentoring, goal setting, and individualized intervention plans. Students will be recognized through attendance incentives, classroom celebrations, and schoolwide acknowledgement programs to encourage positive attendance habits and increase student engagement. Attendance data will be reviewed regularly to evaluate the effectiveness of interventions and make adjustments as needed to reduce chronic absenteeism and increase instructional time.

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.

<https://oldsmar-es.pcsb.org/>

As a Title 1 School, this information is in the Communication and/or Accessibility sections of the Parent & Family Engagement Plan (PFEP) describing the sharing of the SWP. We also communicate through the following:

- School Advisory Council (SAC) Meetings: The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website and made available upon request.
- Annual Title I Meeting: Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- Parent Newsletters and Flyers: Monthly newsletters and targeted flyers (printed and digital) will summarize SIP progress, highlight action steps, and provide updates in plain language.
- Parent and Community Resource Station: Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- Social Media and FOCUS: Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages, and through FOCUS messages.
- Conferences and Workshops: SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

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)).

<https://oldsmar-es.pcsb.org/>

In addition to the PFEP, located at our school website, <https://www.pcsb.org/oldsmar-es>, we also have a compact we use with families at the first family event. This compact includes all the ways that the teacher, the student, and the family will work together to meet the needs of the child. All members sign the compact. The compact is revisited with the parent/child/teacher after each major cycle of testing. We hold a few family engagement events each year where we foster relationships with families by showing parents how they can work with their child academically and so we can keep communication open throughout the school year. We also build positive relationships through the following:

- Offering Parent Workshops and Academic Coaching: Families attend workshops during scheduled academic and social events to learn how to support academic skills at home. New this year is our Academic Coaching Program for targeted home learning support.
- Sharing Monthly Communications: The Falcon Family Connect digital newsletter offers academic tips, school updates, and community resources.
- Leveraging Technology for Communication: Families stay informed through the school website, phone calls, texts, and digital flyers. Printed packets are also sent home for those who cannot attend events.
- Hosting the Annual Title I Meeting and FAST Family Nights: Families receive information about curriculum, FAST assessments, and proficiency expectations, with opportunities for questions and feedback.
- Encouraging Participation in SAC and PTA: Parents help shape decisions via SAC and volunteer opportunities throughout the year.
- Ensuring Access for All: Translation services, flexible scheduling, and accommodations help ensure full participation for families of all backgrounds

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)).

Oldsmar K-8 believes in involving parents in all aspects of its Title I programs; therefore our school

will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (nonemployee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

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)).

The plan is developed in conjunction with school committee, SAC and PTA representation. In addition, Oldsmar Elementary has partnered with the Y Reads Program this year. This program will be a key component in leveraging academic support at home, as they extend educational interventions beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls.

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)).

Student services work with students providing social interaction groups in addition to peer modeling groups.

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)).

PBIS goals and plan that is rooted in positive behavior and teaching the guidelines for success.

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)).

Youth Mental Health and Awareness & Trauma Informed Care

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)).

Students in our VPK and PK program utilize the PBIS practices of our school.

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