**The School Board of Okeechobee County**



Seminole Elementary

*School Improvement Plan*

Proposed for 2015-2016

**School Improvement Plan**

**Part I: Data Analysis**

* **Percent of Students Scoring On or Above Level on i-Ready Diagnostic Assessment 3.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Reading** | **Math** |
| K | 51 | 57 |
| 1 | 61 | 58 |
| 2 | 38 | 49 |
| 3 | 35 | 53 |
| 4 | 23 | 49 |
| 5 | 18 | 40 |

* **Percent of Students Scoring at or Above Achievement Level 3 on FCAT 2.0 Science.**

|  |  |
| --- | --- |
| **Grade** | **Science** |
| 5 | 32 |

**Success of Subgroups:**

* **Percent of Students Scoring On or Above Level in Reading and Math (Based Upon iReady Diagnostic Assessment 3), and at or Above Level 3 on FCAT 2.0 Science.**

**White**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 33 | 36 | N/A |
| 1 |    36   | 31 | N/A |
| 2 | 43 |   40    | N/A |
| 3 | 45 | 37  | N/A |
| 4 | 71 | 54 | N/A |
| 5 | 41 | 35 | 29 |

**Hispanic**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 42 | 44 | N/A |
|    1   | 46 | 50 | N/A |
|    2   | 47 | 50 | N/A |
|    3   | 50 | 54 | N/A |
|    4   | 21 | 42 | N/A |
|    5   | 41 | 54 | 58 |

**Black**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 9 | 2 | N/A |
| 1 | 4 | 3 | N/A |
|    2   | 0 | 0 | N/A |
|    3   | 0 | 0 | N/A |
|    4   | 0 | 1 | N/A |
|    5   | 6 | 4 | 6 |

**SWD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 13 | 7 | N/A |
| 1 | 15 | 20 | N/A |
|    2   | 2 | 3 | N/A |
|    3   | 10 | 6 | N/A |
|    4   | 4 | 16 | N/A |
|    5   | 0 | 8 | 3 |

**LSES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 78 | 78 | N/A |
| 1 | 94 | 94 | N/A |
| 2 | 94 | 93 | N/A |
| 3 | 88 | 86 | N/A |
| 4 | 75 | 88 | N/A |
| 5 | 82 | 85 | 87 |

**ELL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 38 | 40 | N/A |
|    1   | 38 | 41 | N/A |
|    2   | 26 | 28 | N/A |
|    3   | 12 | 21 | N/A |
|    4   | 0 | 8 | N/A |
|    5   | 6 | 8 | 3 |

* **% Scoring at Each Proficiency Level on the CELLA Test- Reading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| K | 38 | 49 | 13 | 0 |
| 1 | 0 | 13 | 47 | 40 |
| 2 | 0 | 4 | 34 | 62 |
| 3 | 14 | 38 | 34 | 14 |
| 4 | 0 | 21 | 53 | 26 |
| 5 | 0 | 13 | 0 | 88 |

* **% Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Math** | **Science** |
| **Basic** | 0 | 0 | 8 | 0 |
| **Proficient** | 20 | 67 | 42 | 60 |
| **Advanced** | 80 | 33 | 50 | 40 |

**[ ]  No students at the school site qualified for the FAA**

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART II: CURRENT SCHOOL STATUS**

**School Information**

|  |  |
| --- | --- |
| School Name: Seminole Elementary | District Name: Okeechobee |
| Principal: Matthew Koff | Superintendent: Ken Kenworthy |
| SAC Chair: Jennifer Perry | Date of School Board Approval:       |

**Additional Requirements**

***Coordination and Integration-*Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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| Title I, Part A - partially or totally funds reading coaches (academic coaches) at seven Title I school-wide projects. Reading/academic coaches provide professional development in scientifically based methods and strategies designed to improve student achievement. Title I, Part A partially funds migrant advocates at seven schools to assist migrant students and provide an additional home-school connection. |
| Title I, Part C Migrant - partially or totally funds migrant advocates which serve all ten schools. Migrant advocates provide academic and other support necessary to meet the needs of migrant students and families. |
| Title I, Part D - funds supplemental educational materials for four DJJ within the county. |
| Title II, Part A - funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. Title II, Part A also funds the add-on Reading endorsement and partially funds secondary reading/academic coaches. |
| Title X- Homeless students are identified at the school and district level. The district works with food service to make sure these students are coded as participating in the free lunch program and the district works to meet their educational needs. Homeless students residing at a local facility are also identified as homeless if awaiting foster placement. |
| Nutrition Programs: School sites work cooperatively with the Food Service Department to promote good nutrition and wellness. |
| Housing Programs: The District solicits referrals through the Shared Services Council and provides a district social worker to assist students and families. |
| Head Start: The District assists in the transition from Head Start programs to the K12 program. Migrant advocates attend all Head Start evening activities. |
| Adult Education: The District works cooperatively with Indian River State College and opens facilities for adult ELL classes.  |
| Career and Technical Education: All students have access to Career and Technical programs at the secondary level. |

|  |  |
| --- | --- |
| The focus of the Okeechobee County School System’s MTSS is to disaggregate student data looking for trends for both behavioral and academic concerns. Each school has appointed an MTSS team to chart progress for Tier 1, Tier 2 and Tier 3 students and strategies. The individual school’s teams will make appropriate recommendations to students, parents, teachers and administration based on calculated and reliable data. The outcome will result in better school-wide behavior and improved student achievement. |       |

***Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)***

Describe the MTSS process at your school site.

***Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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| The District is a VPK provider serving students that are 4 years-old during the school year. The district also contracts with private providers that provide summer VPK services. Migrant funds will cover the cost of wrap-around care for migrant students to attend VPK during the school year. |

***Postsecondary Transition* – High School Only**

Describe strategies to improve student readiness for the public postsecondary level based on an annual analysis of the feedback report data (see link on Page 7).

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| --- |
| Elementary - Not Available |

***Dropout Prevention Program***

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| At the school level, students who are at risk of dropping out are identified by looking at criteria that puts them at risk of dropping out: attendance, course failure, excessive OSS and ISS, and Level 1 on standardized tests. Students who meet two or more of these criteria have a 25% more chance of dropping out than their peers who are not on the Watch List. In order to prevent these students from dropping out, specific interventions are used and then monitored monthly, quarterly, and annually in order to document their response to the intervention. If students are not responding to the intervention, a new intervention is used. At the end of the year, a recommendation is made to continue with remediation or discontinue the remediation based on documented progress monitoring. This process is done informally based on data chats with teachers or done formally through the MTSS process. At the district level, the Director of Student Services oversees the Drop Out Prevention program by assisting with the students who are at risk of dropping out through the district Attendance Procedure and the Instructional Review process. The Director of Student Services also contacts all students who have withdrawn from school and have a drop out code assigned to them. Home visits are made and drop outs are offered the option of coming back to school, signing up for virtual school, enrolling in night school and seeking a high school diploma, or taking their GED. |

***Student Support Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe how student support services professionals support student achievement by assisting schools in identifying barriers to learning, developing programs to promote healthy social and emotional adjustment, and designing and implementing programs that address social, mental health, and academic issues. Please describe the school’s program below:

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| --- |
| Our district is a Florida Healthy School District and has a substantial program designed to identify barriers to learning and promote social and emotional health all while implementing programs that address mental health so that our students are academically successful. Our school guidance counselor is trained to do identify students who may need student support services. Often times, our guidance counselor, with open communication with families, can provide the support needed. In some cases Threat Assessments are conducted to determine if students are a danger to themselves or others. This Threat Assessment is done by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents and parenting classes can be offered as well.  In addition to the services provided by our school personnel, students who are identified as needing services have access to services provided through our Community Collaborative Council.  This community council partnerships with organizations that can provide food for families, money to pay for electric bills, money to pay for doctor visits, school supplies, parenting classes, mental health counseling, and clothes |

***Violence & Bullying Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe their efforts to address and, as a result, reduce violence and bullying in schools. Please describe the school’s program below:

|  |
| --- |
| Our district has a zero tolerance for bullying and violence in schools. Our policy and the procedures for handling bullying and violence is clearly defined in our Code of Student Conduct. We are required to address these issues at our SAC committee meetings, during PTOs, at Town Hall Meetings, with our students, and with our parents. Bullying and violence can be reported anonymously or directly. Each report, adhering to a strict time line, must be investigated and findings reported to the victim, the accused, the parents of all parties, and to the district office at the end of the year. All founded and unfounded cases are documented in our student database, Skyward. Students in our school have access to bullying and harassment and violence prevention instruction. Our guidance counselors, in collaboration with Martha’s House (an organization affiliated with violence prevention and domestic abuse), using bullying and harassment curriculum, go in to classes and conduct lessons. All students participate in an online course in cyber-bullying and online safety |

**PART III: EXPECTED IMPROVEMENTS**

**Goal #1: Reading Goal**

**1:  Reading instruction will be standards-based.**

**Strategies:**

* Bi-Monthly PLCs be focused on ELA standards-based instruction and instructional shifts.
* Teachers will follow the OCSB Curriculum Roadmap
* i-Ready print material, LAFS and Writing, will be utilized by teachers for ELA  instruction.
* APTT Meetings will include activities that will allow parents to support ELA SBI.
* Big Brothers and Big Sisters and the Foster Grandparent Program will be onsite to provide additional student support
* Teachers will have an additional support person on their classroom at least 100 minutes per week
* After School Tutoring will be offered throughout the year. Reading tutorial supports SBI.

* Sing, Spell, Read and Write Phonics Instruction will be in place for appropriate groups of students.
* Writing that leads to speaking across all curriculum areas.
* Writing about what students are reading.

**Evaluation of success:** I-Ready Diagnostic will be administered three a year and the FSA in 3-5th grade will be administered once in a year.

**Outcomes:**  The percentage of students scoring proficient (grade-level) on i-Ready or FSA ELA will increase by 5%.

**Goal #2: Mathematics Goal**

**Goal 2:  Math instruction will be standards-based.**

**Strategies:**

* Weekly PLCs be focused on Math standards-based instruction and instructional shifts.
* Teachers will follow the OCSB Curriculum Roadmap
* i-Ready print material, MAFS, will be utilized by teachers for math instruction.
* APTT Meetings will include activities that will allow parents to support Math SBI.
* 1st through fifth grade teachers will deliver Acaletics opportunities each day.
* Reflex Math will be used to increase basic Math fluency
* After School Tutoring will be offered throughout the year.
* Standards Mastery will be documented and data posted.

**Evaluation of success:** I-Ready Diagnostic will be administered three a year and the FSA in 3-5th grade will be administered once in a year.

**Outcomes:**  The percentage of students scoring proficient (grade-level) on i-Ready or FSA Math will increase by 7%.

**Goal #3: Science Goal**

**Goal 3:  Science instruction will be standards-based.**

**Strategies:**

* Weekly PLCs be focused on Science standards-based instruction.
* Teachers will follow the OCSB Curriculum Science Map.
* Data driven instruction utilizing data from Performance Matters and working with the OCSB Math and Science Coach.
* Science Acaletcis will be used in 5th grade
* All early release days will be hands on opportunities and science based.
* Weekly Science labs required for all science classes.
* Monitor proficiency of standards

**Evaluation of success:** Perfomrance will be administered twice a year and the FSA in 5th grade will be administered once in a year.

**Outcomes:**  The percentage of students scoring proficient on FCAT Science will increase by 7%.

**Goal #4: Parent Involvement**

**Goal 4:  Parent involvement activities will build parents’ capacities to support their children’s academic needs.**

**Strategies:**

 K-5 teachers will facilitate three APTT Meetings.

K-5 teachers will facilitate parent conferences discussing student attendance, reading and math data to be held in October and November.

**Outcomes:**  Title I Parent Surveys will show parents were actively engaged in the education process of students utilizing activities and skills acquired in the APTT Meetings.

***Goals to Meet Florida Healthy School District Recognition Requirements***

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| --- |
| **School Health Goal**Seminole Elementary will be in compliance with the Healthy, Hunger-Free Kids Act. 0f 2010. Students at Seminole Elementary will have access to the school clinic during the school day to meet health concerns. The clinic will distribute resources to students on the topics of nutrition and physical activity to promote living a healthy lifestyle. In addition, nutrition and a daily warm-up will be covered through morning announcements. Students will have the opportunity to dance on Fridays in the cafeteria to help promote physical activity in the mornings. In addition, short (2-3 minute) brain breaks that incorporate physical activity will be used in the classroom multiple times throughout the day. The brain breaks utilize resources such as Go Noodle. |
| **Staff Wellness Goal**All employees will be encouraged to use the District Wellness Center and consult with the Nurse Practitioner to plan for a healthier lifestyle. It will be encouraged to have Faculty Monthly weekend walks at the Lake Okeechobee Dike walking trail. |

**PART IV: Professional Development**

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| --- |
| PLC Vision Statement: The focus of The Okeechobee County School System’s PLCs is on expert knowledge in which teachers work and study together as they perpetually appraise the effectiveness of their practices and the requirements, interests, and abilities of their students. The PLCs will be conducted both vertically and horizontally to ensure efficiency and effectiveness across the curriculum.  |

|  |  |  |
| --- | --- | --- |
| **Activity** | **Goal Focus** | **Target Group** |
| APTT | Teachers will work with the instructional coach to develop appropriate activities to engage parents and support student achievement. | K-5, VE Teachers |
| Standards Based Instruction | Teachers will participate in activities to ensure that curriculum materials are aligned with the curriculum maps. Teachers will increase their knowledge of the Florida Standards to ensure instruction is Standards-based.  | All Teachers at Seminole Elementary |
| Writing | Teachers will collaborate with their colleagues and Consultants to improve writing instruction across all disciplines. | All Teachers at Seminole Elementary |
| Kagan  | Teach teachers the Kagan Structures to increase student engagement. | 7 -10 teachers |
| Acaletics | New Teacher implementation of the Math and Science Acaletics Training | New Teachers |
| i-Ready | Continue to develop teachers understanding on how to implement the i-Ready Computer based Program and Ready Print Materials | All Teachers at Seminole Elementary |
| Principal Instructional Reviews | Identify PD needs of all schools | Administration  |

**PART V: Budget**

|  |
| --- |
| *Narrative*The budget used for professional development and strategies/programs are paid by the school district. Collaboratively a needs assessment is made on an annual basis and district funds are allocated for specific training and groups. In addition, Principal Instructional reviews will be conducted monthly to identify PD needs of the schools.As a Title 1 school, we are afforded opportunities and are able to purchase much needed supplemental resources, curriculum, program, etc… |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal/Strategy** | **Resource** | **Funding Source** | **Amount** |
| 1,2,&3/Student Engagement |   *Teach Like a Champion* book      | Staff Development Office | $1000 |
| APTT/1&2 | APTT Program and Materials | Title 1 | 20,000 |
| 2&3/Acaletics | Grades 1-5 Math Acaletics, Grade 5 Science Acaletics | Title 1/Gen Fund | 25,000 |
| 1,2&3 Technology Integration | Chromebooks | Title 1 | 4,000 |
| 3/Science and Research | Pebble GO | Title 1/Gen | 1,000 |
| 1/Student Motivation for Reading | Superhero Reading Room | Grant/Title 1/Gen | 5,000 |

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

[x]  Yes [ ]  No

|  |
| --- |
| If No, describe the measures being taken to comply with SAC requirements.  |
|  |

|  |
| --- |
| Describe the activities of the SAC for the upcoming school year. |
| The School Advisory Council will meet five times during the school year to review the SIP and supporting data. SAC will monitor the SIP progress and make recommendations for any changes or additions that should be made to ensure school improvement.  |

|  |  |
| --- | --- |
| Describe the projected use of SAC funds. | Amount |
| Incentive for the Accelerated Reader Program | 1,000 |
| Books for Reading Room | 500 |
| Additional Classroom Library Books | 500 |
| Technology Needs | 1000 |

**PART VI: EARLY WARNING SYSTEMS (Only to Be Completed by Schools Serving Grades 6, 7, or 8)**

|  |
| --- |
| Describe the school’s early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

      |
| Provide the following data related to the school’s early warning system:* + 1. The number of students by grade level that exhibit each early warning indicator listed above
		2. The number of students identified by the system as exhibiting two or more early warning indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Grade 6** | **Grade 7** | **Grade 8** | **Total** |
| Attendance below 90 percent |       |       |       |       |
| One or more suspensions |       |       |       |       |
| Course failure in ELA or math |       |       |       |       |
| Level 1 score on the statewide assessments in ELA or math |       |       |       |       |
| Students exhibiting two or more indicators |       |       |       |       |

 |
| Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).      |
| Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative, interdisciplinary planning and instruction.      |
| Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.      |
| Describe how the school uses data-based problem solving to provide and differentiate instruction to meet the diverse needs of students, including the use of small learning communities, competency-based instruction, integrated digital instruction, and project-based instruction.      |