**The School Board of Okeechobee County**



North Elementary School

*School Improvement Plan*

Proposed for 2015-2016

**School Improvement Plan**

**Part I: Data Analysis**

* **Percent of Students Scoring On or Above Level on iReady Diagnostic Assessment 3.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Reading** | **Math** |
| K | 49 | 41 |
| 1 | 68 | 50 |
| 2 | 71 | 65 |
| 3 | 51 | 69 |
| 4 | 30 | 51 |
| 5 | 38 | 52 |

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

|  |  |
| --- | --- |
| **Grade** | **Science** |
| 5 | 53 |
|       |       |

* **Percent of Students Passing End of Course Exams in Biology, US History, and Civics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Biology** | **US History** | **Civics** |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

* **Percent of Students Scoring at the College Ready Level on the PERT (High School Only)**
* **Percent of Students Scoring at Level 3 or Higher on Advanced Placement Exams (High School Only)**

|  |  |
| --- | --- |
| **Course** | **%** |
|       |       |
|       |       |
|       |       |
|       |       |

* **Percent of Students Earning CTE Industry Certification (High School Only)**

|  |  |
| --- | --- |
| **Course** | **%** |
|       |       |
|       |       |
|       |       |
|       |       |

* **Graduation Rate (High School Only)**
* **Drop Out Rate (High School Only)**

**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 | 27 |       |
| 1 | 30 |   25    |       |
| 2 | 44 | 38 |       |
| 3 | 30 | 39 |       |
| 4 | 23 | 31 |       |
| 5 | 23 | 30 | 27 |

**Hispanic**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 13 | 12 |       |
| 1 | 33 | 20 |       |
| 2 | 23 | 22 |       |
| 3 | 16 | 23 |       |
| 4 | 6 | 17 |       |
| 5 | 11 | 16 | 21 |

**Black**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 3 | 1 |       |
| 1 | 2 | 2 |       |
| 2 | 3 | 5 |       |
| 3 | 1 | 2 |       |
| 4 | na | na |       |
| 5 | 2 | 3 | 2 |

**SWD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 1 | 1 |       |
| 1 | 9 | 6 |       |
| 2 | 5 | 6 |       |
| 3 | 5 | 12 |       |
| 4 | 1 | 6 |       |
| 5 | 2 | 2 | 3 |

**LSES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 35 | 26 |       |
| 1 | 48 | 32 |       |
| 2 | 48 | 41 |       |
| 3 | 30 | 46 |       |
| 4 | 17 | 36 |       |
| 5 | 18 | 29 | 31 |

**ELL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 9 | 9 |       |
| 1 | 22 | 14 |       |
| 2 | 17 | 14 |       |
| 3 | 11 | 16 |       |
| 4 | 3 | 7 |       |
| 5 | 2 | 9 | 9 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| K | 44 | 41 | 11 | 2 |
| 1 | 9 | 25 | 34 | 31 |
| 2 | 0 | 1 | 20 | 79 |
| 3 | 1 | 22 | 41 | 36 |
| 4 | 3 | 13 | 43 | 41 |
| 5 | 0 | 1 | 25 | 74 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Math** | **Science** |
| **Basic** |       |       |       |       |
| **Proficient** |       |       |       |       |
| **Advanced** |       |       |       |       |

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

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART II: CURRENT SCHOOL STATUS**

**School Information**

|  |  |
| --- | --- |
| School Name: North Elementary | District Name: Okeechobee |
| Principal: Pat McCoy  | Superintendent: Ken Kenworthy |
| SAC Chair: Kelly Raulerson  | 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. |

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| 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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***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:

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| 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.***

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| **Strategies:** * PLCs will be focused on standards based instruction and instructional shifts.
* Five paraprofessionals and four special area teachers are assigned to assist in 21 reading groups during the reading block 2-4 days a week for 40 minutes to 1 hour.
* NES is partnering with OHS and the Big Brother/Big Sister program to bring students who participate in the AVID program to assist during the reading block 4-5 days per week beginning in November.
* Teachers will follow the OCSB Curriculum Roadmap and use iReady computer based program and print material for instruction.
* Sing, Spell, Read and Write will be used for phonics instruction in grades K-2.
* Teachers will use science and social studies text for reading instruction.
* Tutoring will be offered after-school throughout the year.
* Comprehension will be a foundational skill addressed during the Academic Parent Teacher Teams (APTT).
* The NES Writing plan includes writing from sources and writing progress will be monitored twice a year.

**Who will monitor:** Pat McCoy, principal; Tuuli Robinson, assistant principal; Lynn Thomas, reading coach;**Outcomes:** The percentage of students scoring proficient (on grade-level) on iReady or FSA ELA will increase by 5%. **Evaluation of success:** The iReady diagnostic assessment will be given three times a year. Standards mastery will be formatively assessed, documented, and results will be posted.**Timeline:** PLCs will take place once a week. Assistance will continue in reading groups throughout the year. The use of identified curriculum material will continue throughout the school year. Tutoring will begin in October. APTT meetings will occur three times a year and one individual parent meeting will take place. |

**Goal #2: Mathematics Goal**

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

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| **Strategies:** * Teachers will follow the OCSB Curriculum Roadmap and use iReady computer based program and print material for instruction.
* A portion of the weekly PLCs will focus on Math standards-based instruction and the instructional shifts.
* Acaletics supplemental material will also be used for instruction in grades 3-5.
* AIMS materials will be used to support standards-based instruction.
* Tutoring will be offered after-school throughout the year.
* Reflex math will be used to increase math facts fluency. Math fact fluency will be a foundational skill emphasized in the Academic Parent Teacher Team (APTT).

**Who will monitor: :** Pat McCoy, principal; Tuuli Robinson, assistant principal;**Evaluation of success:** The iReady diagnostic assessment will be given three times a year. Standards mastery will be formatively assessed, documented, and results will be posted.**Outcomes:** The percentage of students scoring proficient (on grade-level) on iReady or FSA Math will increase by 5%. **Timeline:** The use of identified curriculum material will continue throughout the school year. Tutoring will begin in October. APTT meetings will occur three times a year and one individual parent meeting will take place. |

**Goal #3: Science Goal**

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

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| **Strategies:*** Teachers will follow the OCSB Curriculum Science Map.
* Data from Performance Matters progress monitoring will be used to drive instruction.
* Acaletics supplemental material will be used for instruction in fifth grade.
* Science text and content will be incorporated into reading instruction to build knowledge.
* Tutoring and enrichment activities will be offered after-school throughout the year.
* Weekly science lab activities will be conducted in grades 3-5.
* Science Fair will be held for grade K-5. K-4 teachers will lead the class in developing a class project and grade 5 students will create a project individually.
* AIMS material will be used for science instruction.

**Who will monitor:** Pat McCoy, principal; Tuuli Robinson, assistant principal**Outcomes:** The percentage of students scoring proficient on FCAT Science will increase by 5%.**Evaluation of success:** Performance Matters will be administered three times a year for progress monitoring.**Timeline:** Students will receive standards based instruction in science daily. Acaletics material will be used beginning in September.Science Fair will be held in December. |

**Goal #4: Parental Involvement Goal**

***4. Parents will participate in Academic Parent Teacher Teams (APTT) that support student learning and achievement.***

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| **Strategies:*** K-5 teachers will facilitate three APTT meetings.
* K-5 parents will be taught activities to strengthen a student’s foundational skill in reading and/or math.
* K-5 teachers will meet individually with parents to discuss attendance and academic progress of students on November/December.

**Who will monitor:** Pat McCoy, principal; Tuuli Robinson, assistant principal; Lynn Thomas, APTT Champion**Outcomes:** Title I parent surveys will show parents were actively engaged in the educational process of students utilizing activities for foundational skill prescribed by teachers. **Evaluation of success:** iReady diagnostic will be administered three times a year for progress monitoring. APTT parent surveys will be collected in September and April.**Timeline:** Classroom meetings will be held in September, January, and April. Individual meetings will be held in November/December.  |

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

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| --- |
| **School Health Goal**Our school will have a school wellness committee that implements procedures for ensuring our faculty, staff, and students are physically, mentally, and socially healthy. We will do away with fund raisers that are not in compliance with the Smart Snack Initiative. We will promote wellness by promoting exercise and offering activities to students that promote physical health. An indoor fitness trail will be established this year and teachers will be trained in how to use it with their students.  |
| **Staff Wellness Goal**We will encourage our staff to participate in our school wellness committee so that they can give their input in to the types of activities we can implement to stay physically, mentally, and socially healthy. We will encourage the use of our Wellness Clinic that is available to all faculty and staff free of charge for those who have our school insurance. |

**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** |
| Student Engagement | Teachers will continue to work with the reading coach and collaborate with each other to increase student engagement. Engagement will be studied through classroom video and classroom walk-throughs. Student work will be analyzed as a part of this work and portions of *Teach like a Champion* will be used for teacher learning.  | K-5 teachers |
| Standards Based Instruction | Teachers will participate in activities to ensure that curriculum materials are aligned with the curriculum maps and that the instructional shifts are addressed in our lesson planning and execution. Teachers will also be trained in standards based grading techniques. | K-5 teachers |
| FSA Writing Plan | Teachers will continue developing the writing plan by adding writing activities to support each segment of the plan.  | K-5 teachers |
| APTT | Teachers will work with Seminole, Everglades and Central Elementary to implement Academic Parent teacher Teams (APTT). Teachers will work with the reading coach to develop appropriate activities to engage parents and support student learning.  | K-5 teachers |
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|       |       |       |

**PART V: Budget**

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| *Narrative*Most professional development for the year will be delivered during the school day or is job embedded and will not require additional funding. Thirty Chromebooks will be added for fifth grade technology integration. Funding will be provided for on-going APTT training and development.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal/Strategy** | **Resource** | **Funding Source** | **Amount** |
| Student Engagement  | *Teach Like a Champion* book | Professional Development | $900 |
| Technology Integration | Chromebooks | Title I | $10,000 |
| APTT | Additional training time  | Title I | $3,000 |
| Standards Based Grading Training | Additional training time | Title I | $3,000 |
|       |       |       |       |
|       |       |       |       |

**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 |
| Supplemental instructional materials | $1,000 |
| Additional classroom library books | $1,500 |
| Additional technology resources | $1,000 |

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

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| --- |
| 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

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| 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

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| --- | --- | --- | --- | --- |
| **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 |       |       |       |       |

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| 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.Grade level teams meet each week in a PLC structure to discuss student progression and planning needs. North Elementary has partnered with Everglades Elementary to provide time and structure for teachers from each school to collaborate by grade level. North Elementary facilitated the district APTT training with Central, Everglades and Seminole Elementary and will continue to collaborate to ensure success of this program. North has common planning time for each grade level and provides monthly opportunities for teams to receive professional development.  |
| Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.North adopts core material from the state adoption list. All other material is aligned to the district curriculum map. |
| 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.North follows the MTSS model provided by the district. Teachers review student data independently and with the grade level team weekly. When teachers have a concern about a student’s progress that student is referred to the MTSS problem-solving team. The team looks at student data, trend data and comparative data to identify problems and interventions. Small group instruction in reading and math is a school-wide expectation. iReady computer based instruction is provided to each student. This program uses diagnostic information to place students on an individual learning path. Interventions are then monitored. The monitoring data is reviewed each month for progress or possible changes.  |