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Old Town Elementary School

221 SE 136TH AVE, Old Town, FL 32680

<http://www.dixie.k12.fl.us>

Demographics

Principal: Karen Tillis

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (68%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Old Town Elementary School

221 SE 136TH AVE, Old Town, FL 32680

<http://www.dixie.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-4</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">8%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Old Town Elementary School’s students, staff, and families are committed to educating the whole child by working in partnership to create a safe, caring, and stimulating learning environment where children are intellectually challenged in ways appropriate to their individual strengths, needs, and experiences.

Provide the school's vision statement.

The students, staff, and families of Old Town Elementary School are on a quest to develop positive attitudes towards learning. We will prepare students to become responsible citizens and productive members of their communities. By increasing their knowledge and understanding of themselves and their world, they will be prepared for college and future careers.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tillis, Karen	Principal	The responsibility of the school principal is to ensure student achievement by implementing a strong instructional program through professional development, instructional monitoring of teachers and support staff, and facilitating the fidelity of MTSS problem solving process for Tiers 2-3. Additionally, the principal is responsible for the recruitment and retention of high quality staff.
Lord, Chris	Assistant Principal	The responsibility of the assistant principal is the physical and mental safety and security of the faculty, staff, and students through safety drills and proactive discipline. Additionally, the assistant principal supports the principal in all daily functions.
	Instructional Coach	Jennifer Osteen: Provides high quality professional development, models high quality instruction, organizes and monitors the fidelity of MTSS for ELA in K-4th grade using the science of reading and high quality evidence-based practices.
Hunt, Brandy	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2010, Karen Tillis

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

452

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11		12
Number of students enrolled	76	81	81	83	70	0	0	0	0	0	0	0	0	391
Attendance below 90 percent	32	37	26	24	25	0	0	0	0	0	0	0	0	144
One or more suspensions	0	0	2	1	4	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	7	7	5	5	0	0	0	0	0	0	0	0	24
Course failure in Math	0	3	3	4	5	0	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	7	0	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	6	0	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	12	20	0	0	0	0	0	0	0	0	32

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	5	5	6	11	0	0	0	0	0	0	0	0	27

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	9	10	5	6	1	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 10/18/2022

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	82	75	82	82	71	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	46	19	21	28	17	0	0	0	0	0	0	0	0	131
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	1	2	10	20	5	0	0	0	0	0	0	0	0	38
Course failure in Math	1	2	10	14	4	0	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	14	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	11	0	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	1	11	0	0	0	0	0	0	0	0	12

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	7	9	7	0	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	9	10	9	2	2	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	1	1	1	0	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	75	82	82	71	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	37	27	30	22	12	0	0	0	0	0	0	0	0	128
One or more suspensions	0	3	2	4	1	0	0	0	0	0	0	0	0	10
Course failure in ELA	0	5	5	3	2	0	0	0	0	0	0	0	0	15
Course failure in Math	0	1	2	3	2	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	14	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	0	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	1	11	0	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	4	6	8	0	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	10	9	2	2	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	1	1	1	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	60%	56%				65%	59%	57%
ELA Learning Gains	61%						60%	58%	58%
ELA Lowest 25th Percentile	63%						59%	51%	53%
Math Achievement	81%	64%	50%				79%	70%	63%
Math Learning Gains	66%						75%	72%	62%
Math Lowest 25th Percentile	69%						70%	66%	51%
Science Achievement		74%	59%				71%	60%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	62%	1%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	63%	58%	5%	58%	5%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	66%	9%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	77%	73%	4%	64%	13%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	29	40		38	55						
WHT	68	62	71	81	69	79					
FRL	62	57	64	80	63	69					

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	20		32	30						
WHT	61	43	33	74	64	46	69				
FRL	56	47	38	72	61	46	67				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	62	75	50	73	73	67				
HSP	70			90							
WHT	66	60	58	78	75	72	69				
FRL	63	62	66	77	74	68	77				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	6
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

I-Ready Growth Data K-2

I-Ready ELA Learning Gains May 2022: K 73% 1st Grade: 63% 2nd Grade 65%

I-Ready Math Learning Gains May 2022: K 78% 1st Grade 69% 2nd Grade 70%

State Data 3-5

ELA Achievement: 2021 59% 2022 67% (State 53%): increase of 8 points and 14 points higher than state. ELA Growth: 2021 43% 2022 61% (State 53%): increase of 18 points and 8 points higher than state.

ELA Bottom 25%: 2021 33% 2022 63% (State 53%): increase of 30 points and 10 points higher than state.

Math Achievement: 2021 74% 2022 81% (State 53%): increase of 7 points and 28 points higher than state.

Math Growth: 2021 65% 2022 66% (State 58%): increase of 1 point and 8 points higher than state

Math Bottom 25%: 2021 43% 2022 69% (State 51%): increase of 26 points and 18 points higher than state.

Based on trends of current data, all grade levels are performing at or above state averages in all reported areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

As reported by I-Ready Progress Monitoring and in comparison to other grade levels, ELA and Mathematics in first grade continues to be an area of need in achievement and growth. Additionally, as reported by FSA, 4th grade continues to be an area of need in maintaining high achievement levels in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for first and fourth grade may be a need for proper pacing in curriculum, and as complexity in curriculum rises during the school year, instructional level must rise in ELA and Math. The principal and reading coach will ensure appropriate pace and rigor are being achieved. Team level planning for ELA and Math with a focus on High Level Practices, HLPS, and Hattie's Visible Learning Strategies during professional development.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on I-Ready and FSA data, all components increased during the 2022 school year. However, learning gains in K, 2nd, 3rd and 4th grade ELA were much greater than expected. Also, learning gains in the bottom 25% in ELA and Math for 3rd and 4th grade were beyond expectations.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Horizon Phonics was added to the instructional practices of K-2nd grade. Strategic word study and vocabulary instruction was added to the 3rd and 4th grade curriculum.

What strategies will need to be implemented in order to accelerate learning?

The instructional focus for the 2022-2023 school year will be increasing the level of Tier 1 instruction to lower the number of students requiring Tier 2 and 3. We will engage in school-wide and grade level specific PLCs on Hattie's Visible Learning Practices and HLPs and for all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be targeted and on-going based on grade level and subject throughout the year. Through PLCs and learning walks, instructional leaders will have the opportunity to develop and grow their craft.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Please see 7---

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Because the priority of instruction is that all students meet high levels of learning and individual growth targets, it is critical to ensure all instructional leaders have a strong understanding of the best and most efficient instructional practices.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of all instructional leaders will participate in PLCs focusing on Hattie's Visible Learning Strategies and High Leverage Practices during the 2022-2023 school year.
 100% of all instructional leaders will put theory to action by choosing two strategies and/or practices to learn and put into their instructional practice during the 2022-2023 school year.
 100% of instructional leaders will observe and model their practice during structured learning walks throughout the 2022-2023 school year.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through PLC participation and rosters, walk-throughs, and learning walks.

Person responsible for monitoring outcome:

Karen Tillis (karentillis@dixie.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Hattie's Visible Learning Strategies and High Leverage Practices

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Instructional leaders will choose their individual focus strategies based on their instructional strengths/weaknesses, goals, and current student data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Engage instructional leaders in professional development of Hattie's Learning Strategies and High Leverage Practices through PLCS October-December of 2022.

Person Responsible

Karen Tillis (karentillis@dixie.k12.fl.us)

2. Instructional Leaders will choose their strategies and HLPs to put into their own practice January-March 2023 with leadership feedback and grade level meetings to discuss and analyze.

Person Responsible

Karen Tillis (karentillis@dixie.k12.fl.us)

3. Instructional Leaders will participate in learning walks to share their practice in action and what they have learned.

Person Responsible

Karen Tillis (karentillis@dixie.k12.fl.us)

4. Utilize funds as needed to purchase products, tools, supplemental resources, and/or materials to be used in implementation of this area of focus.

Person Responsible

Karen Tillis (karentillis@dixie.k12.fl.us)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Old Town Elementary School understands that a positive school culture and environment is the cornerstone of instruction and learning. We use a systematic approach of inviting and involving all stakeholders in meaningful activities related to building relationships and student achievement. Throughout the school year, stakeholders are invited to Meet the Teacher, PTO/SAC meetings, Fall Festival, student programs, and various other planned activities. There are two evenings scheduled for parent conferences for working parents. Understanding that the School Improvement Plan is a living document, stakeholders are invited to write, revise, and review the plan during the school year. Student safety is a priority in creating a positive school environment. Stakeholders are invited to meetings to discuss perceived areas of need on campus. We have monthly drills covering a variety of emergencies that could occur. After we practice, we meet, and revise our safety plans.

During the 2022-2023 school year, it is Old Town Elementary School's goal to increase the number of activities for parent participation.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Old Town Elementary School's Lead Team: providing support, professional development, safety, discipline, and parent relations.

Dixie District Director's Staff: providing support to the lead team, financial support, assisting with school organization, safety, and law.

Dixie District School Board Members: build policy and procedure and balanced budget for the entire organization.

Old Town Elementary School's Parent Teacher Organization and School Advisory Council: build a bridge between family, school, and the community.

Old Town Elementary School's Instructional and Support Staff: positive discipline and engaging instruction and assisting in the day to day functioning and safety of the school.

Old Town Elementary School's Transportation: Transport children to and from school safely and on time.

OTES Food Service Department: Provide nutritious meals to student for breakfast and lunch.

Old Town Elementary School Parents and Guardians: Support school staff and students by ensuring students attend school regularly, address behavioral and academic issues as needed.

Old Town Elementary School Students: Attend school with a positive attitude, show respect for OTES teachers and staff and demonstrate effort to meet academic learning goals daily.