

Okeechobee County School District

Seminole Elementary School



2018-19 Schoolwide Improvement Plan

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Seminole Elementary School

2690 NW 42ND AVE, Okeechobee, FL 34972

<http://seminoleelementaryschool.sites.thedigitalbell.com/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

School Board Approval

This plan is pending approval by the Okeechobee 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.

To provide a high-quality education to a diverse community of learners in a safe, respectful environment where all achieve personal and academic success.

Provide the school's vision statement.

Seminole Elementary's ultimate goal for all students is embodied in our Seminole Expectations:

Be Ready

Be Responsible

Be Respectful

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Thelma	Principal
Altman, Sandra	Instructional Coach
Woodham, Bridgette	Teacher, K-12
Gammill, Alyson	Teacher, K-12
Hubbard, Stephanie	Teacher, K-12
Peaden, Cassie	Teacher, K-12
Syple, Kimberly	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The members are the instructional coach, teacher leaders and administrators.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	17	16	11	13	22	21	0	0	0	0	0	0	0	100
One or more suspensions	1	2	2	1	10	2	0	0	0	0	0	0	0	18
Course failure in ELA or Math	12	20	14	15	33	15	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	14	29	23	0	0	0	0	0	0	0	66

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	17	16	11	13	22	21	0	0	0	0	0	0	0	100

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	10	5	3	5	9	0	0	0	0	0	0	0	0	32
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - As Reported**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		
Attendance below 90 percent	4	48	51	36	47	46	0	0	0	0	0	0	0	232	
One or more suspensions	0	1	1	1	4	7	0	0	0	0	0	0	0	14	
Course failure in ELA or Math	9	13	19	41	32	0	0	0	0	0	0	0	0	114	
Level 1 on statewide assessment	0	3	5	11	40	32	0	0	0	0	0	0	0	91	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	5	9	42	31	0	0	0	0	0	0	0	94

Year 2016-17 - Updated**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		
Attendance below 90 percent	4	48	51	36	47	46	0	0	0	0	0	0	0	232	
One or more suspensions	0	1	1	1	4	7	0	0	0	0	0	0	0	14	
Course failure in ELA or Math	9	13	19	41	32	0	0	0	0	0	0	0	0	114	
Level 1 on statewide assessment	0	3	5	11	40	32	0	0	0	0	0	0	0	91	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	5	9	42	31	0	0	0	0	0	0	0	94

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement is the data component that performed the lowest.

This is a trend. This component was the lowest performing last year and the same percent of gains, four percent, was reached this year.

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile declined 15%. ELA Learning Gains declined 3%.

Math Learning Gains declined 2%. Math Lowest 25th Percentile declined 3%.

Which data component had the biggest gap when compared to the state average?

ELA Achievement: 15% BELOW THE STATE AVERAGE. ELA achievement grade level comparisons are BELOW THE STATE AVERAGE as follows: 3rd: -4%, 4th: -22% and 5th: -15%

ELA Learning Gains: 12% BELOW THE STATE AVERAGE.

ELA Lowest 25th Percentile : 5% BELOW THE STATE AVERAGE.

Math Achievement: 4% BELOW THE STATE AVERAGE. Math achievement grade level comparisons are BELOW THE STATE AVERAGE as follows: 4th: 6% and 5th: 6%. 3rd grade math achievement is 9% ABOVE THE STATE AVERAGE.

Math Learning Gains: 10% BELOW THE STATE AVERAGE

Math Lowest 25th Percentile : 5% BELOW THE STATE AVERAGE

Science Achievement: 14% BELOW THE STATE AVERAGE

Which data component showed the most improvement? Is this a trend?

5th Grade Science showed the most improvement. This is not yet a trend. Science achievement the previous year remained stagnant showing no gains.

Describe the actions or changes that led to the improvement in this area.

Renewed focus on science instruction and application across the grade levels utilizing school-wide science fair projects, hands-on instruction utilizing STEMscopes and a Science Olympiad club during and after school.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	47%	56%	37%	42%	52%
ELA Learning Gains	43%	47%	55%	42%	47%	52%
ELA Lowest 25th Percentile	43%	46%	48%	51%	50%	46%
Math Achievement	58%	59%	62%	49%	55%	58%
Math Learning Gains	49%	54%	59%	34%	51%	58%
Math Lowest 25th Percentile	42%	41%	47%	16%	40%	46%
Science Achievement	41%	54%	55%	22%	41%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (4)	16 (48)	11 (51)	13 (36)	22 (47)	21 (46)	100 (232)
One or more suspensions	1 (0)	2 (1)	2 (1)	1 (1)	10 (4)	2 (7)	18 (14)
Course failure in ELA or Math	12 (9)	20 (13)	14 (19)	15 (41)	33 (32)	15 (0)	109 (114)
Level 1 on statewide assessment	0 (0)	0 (3)	0 (5)	14 (11)	29 (40)	23 (32)	66 (91)

Grade Level Data

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
03	2018	53%	53%	0%	57%	-4%
	2017	42%	50%	-8%	58%	-16%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	34%	41%	-7%	56%	-22%
	2017	36%	44%	-8%	56%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				
05	2018	40%	44%	-4%	55%	-15%
	2017	34%	41%	-7%	53%	-19%
Same Grade Comparison		6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	71%	62%	9%	62%	9%
	2017	65%	67%	-2%	62%	3%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	56%	56%	0%	62%	-6%
	2017	63%	56%	7%	64%	-1%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				
05	2018	55%	56%	-1%	61%	-6%
	2017	38%	53%	-15%	57%	-19%
Same Grade Comparison		17%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	52%	-10%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
SWD	23	27	29	29	32	36	23				
ELL	37	40	50	58	46	50	23				
BLK	31	27		47	45						
HSP	39	46	48	58	48	46	36				
WHT	46	44	53	60	49	42	53				
FRL	40	43	43	58	48	43	40				
2017 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 2015-16	C & C Accel 2015-16
SWD	16	33	47	33	41	37	12				
ELL	29	42	57	56	61	57	11				
BLK	9			36							
HSP	36	44	53	58	55	50	23				
MUL	9			9							
WHT	46	56	83	57	49	38	27				
FRL	36	46	58	55	50	45	22				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase English Language Arts/Reading achievement in grades 3-5 by the end of the 2018-2019 school year.
Rationale	School data indicates 41% of students are proficient in ELA reflecting a three percent increase. 53% of 3rd graders met ELA proficiency compared to 34% in 4th grade and 40% in 5th grade. 4th grade also reflects the largest gap in ELA achievement compared to the state. School data also indicates students are not making learning gains as is reflected by decreases in ELA Learning Gains (-3%) and ELA Learning Gains for bottom quartile students (-15%).
Intended Outcome	Increase ELA proficiency in Grade 3 by 4% to meet the state average, in Grade 4 by 19% to meet this cohort's performance the previous year, and in Grade 5 by 7% to reduce the gap as compared to the state average.
Point Person	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers and administration will participate in targeted professional development, collaborative planning and PLCs to facilitate strategic use of core and supplemental curriculum, explicit instruction and student practice. Core and supplemental curriculum includes: ReadyGEN, Words Their Way, i-Ready, Ready LAFS, Top Score Writing, Vocabulary Spelling City, Countdown, Blast and Literacy First Phonics. 2. Administration, the reading coach and Instruction Partners will conduct ongoing informal and formal classroom observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric, Achieve the Core Instructional Practice Guide: Coaching and collaborative work with Instruction Partners. 3. Students will be exposed to volumes and varieties of text through daily school-wide Drop Everything And Read (DEAR) time, Accelerated Reader, Sunshine State Young Readers, 40 Book Challenge, family reading nights, literacy incentives and awards. 4. Teachers and administration will ensure students are engaged and carry the cognitive load by planning, implementing and monitoring the utilization of best practices to include: The 9 Talk Moves Checklist, Kagan Structures, AVID strategies and Worksheets Don't Grow Dendrites brain-compatible research. 5. Use student achievement data to differentiate instruction.
Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Calendars, agendas, attendance, minutes and training materials will document professional development, collaborative planning and PLCs. 2. Administrative, teacher and student data chats utilizing class data sheets and Student Success Passports to progress monitor student achievement on i-Ready diagnostics, Standards Mastery assessments, Spelling Inventories, district interim writing assessments and phonics assessments. 3. Informal and formal classroom observation data. 4. i-Ready Reading diagnostics, Standards Mastery and FSA ELA data.
Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)

Activity #2	
Title	Increase Science achievement in grade 5 by the end of the 2018-2019 school year.
Rationale	Student achievement in Grade 5 science is 41% compared to the state average of 55%.
Intended Outcome	Increase student achievement in Grade 5 science by 10%.
Point Person	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will attend professional development supporting the implementation of the new science core curriculum Pearson Elevate Science. 2. Administration will complete classroom observations to provide focused feedback to improve instruction. 3. Science literacy will be facilitated school-wide through a K-5 science fair program, Science Olympiad Team competitions, installation and usage of a STEM Lab and teaching CPalms Modeling Elicit Activities (MEA) lessons during Media Center Specials rotations. 4. Teachers will progress monitor and provide intensive supplemental instruction utilizing Study Island. 5. Administrative, teacher and student data chats utilizing class data sheets and Student Success Passports to progress monitor student achievement on Performance Matters Interim Science assessments and Study Island Benchmark assessments.
Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Calendars, agendas, attendance, minutes and training materials will document professional development, collaborative planning and PLCs. 2. Data chats utilizing teacher classroom data sheets and Student Success Passports. 3. Informal and formal classroom observation data. 4. Study Island benchmark tests, district Performance Matters Science Interim assessments and Grade 5 State Science assessment data.
Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)

Activity #3	
Title	Increase English Language Arts learning gains of students in grades 4-5 bottom quartile by the end of the 2018-2019 school year.
Rationale	There was a 15% decrease in the number of bottom quartile students making English Language Arts learning gains. Additionally, a large percentage of bottom quartile students are ESE comprising 30% of grade 4 ELA bottom quartile students and 47% of grade 5.
Intended Outcome	The number of grades 4 and 5 bottom quartile students making English Language Arts learning gains will increase by 15% by the end of the 2018-2019 school year.
Point Person	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will utilize i-Ready profile groups to organize students for Tier 2 small group instruction three to five times a week for 20 - 40 minutes. 2. Teachers will utilize i-Ready Profile Lessons, Words Their Way, Foundations and Blast Phonics (K-1) and the ReadyGEN Scaffolded Strategies Handbook to provide intensive, systemic instruction on foundational reading skills. 3. Inclusion teachers will provide Tier 3 intensive instruction targeting foundational reading skills utilizing ReadyGEN ReadyUp! Intervention.
Person Responsible	Thelma Jackson (thelma.jackson@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Calendars, agendas, attendance, minutes and training materials will document professional development, collaborative planning and PLCs. 2. Administrative, teacher and student data chats utilizing class data sheets and Student Success Passports to progress monitor student achievement on i-Ready diagnostics, Standards Mastery assessments, Spelling Inventories, district interim writing assessments and phonics assessments. 3. Informal and formal classroom observation data. 4. i-Ready Reading diagnostics, Standards Mastery and FSA ELA data.
Person Responsible	[no one identified]

Activity #4	
Title	Reduce the number of out of school suspension days by the end of the 2018-2019 school year.
Rationale	District 2018 second semester discipline data indicated 32 out of school suspension days. This number is nearly five times that of other district elementary schools.
Intended Outcome	Reduce the total number of out of school suspension days by 50% (16 days or less) by the end of the 2018-2019 school year.
Point Person	Cynthia Kubit (kubitc@okee.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Second Step Social Emotional Learning and Bullying Prevention curriculum school-wide (one day per week during Social Studies block). 2. Develop, implement and monitor Team Discipline and PBIS Plans. 3. Provide staff with weekly discipline data targeting indicators and duplicated students. 4. Utilize the Staffing Specialist to provide PBIS training addressing behavior concerns. 5. Provide students needing intensive support with Check-In/Check-Out mentors. 6. Ensure students with three or more discipline referrals per semester begin the MTSS process for discipline interventions or revise/begin Behavior Improvement Plans (BIPs) for ESE students.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Lesson plan checks. 2. Classroom observations. 3. Weekly discipline data. 4. Calendar documenting PBIS activities. 5. District 2nd Semester Data reports. 6. Early Warning Systems data.
Person Responsible	Cynthia Kubit (kubitc@okee.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

We will use the Title I Parent and Family Engagement Policy (PFEP).

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

New in 2018-2019 is the school-wide implementation of Second Steps curriculum which provides weekly lessons targeting social emotional skills and bullying prevention. A staffing specialist position was added in 2017-2018 and supports the MTSS which is the primary process used to meet the social-emotional needs of students. Seminole Elementary provides exceptional student education services for qualifying students and guidance counseling services. The Guidance Counselor also manages crisis calls and facilitates a variety of services through community agencies that include: anger management, stress and anxiety groups, bullying prevention, respect education and Too Cool for Violence. Mentoring is provided through Check-In/Check-Out (CICO) where students are assigned a mentor to assist with setting and meeting daily academic and behavior goals. Mentors monitor attendance, grades, conduct and social/emotional needs. When students meet goals, mentors provide both intrinsic and extrinsic rewards. When students do not meet goals, mentors conference with students to identify root causes and provide strategies and techniques for improvement. School clubs and activities available to all students include: Student Council, Art Club, Garden Club, Science Olympiad, annual Pumpkin Decorating Contest, Red Ribbon Week Barn Dance, holiday play and Christmas Parade. In 2017-18, we hope to implement a Tech/Coding Club.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Seminole Elementary principal, guidance counselor, staffing specialist and teachers collaborate with Pre-K and middle school programs to discuss the needs, attributes and student achievement data of each cohort of students as transitions occur.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Thelma Jackson, Principal - School Leadership Team meetings, Data Chats, Professional Development, PLCs

Cynthia Kubit, Asstant Principal - Discipline, Facilities, Student Support Services

Sandy Altman, Reading Coach - PLCs, curriculum and instruction and reading resource room

Jacinda Walsh, Guidance Counselor and Rachel Porter, Staffing Specialist - IEPs, LEPs, and MTSS

All members serve on the school leadership team, attend leadership team meetings, grade-level team meetings and PLCs. These school leaders also actively participate in decision-making regarding regarding the coordination of federal, state and local funds; school services and programs; fundraising efforts, allocation of resources, budget concerns, general school operations; school committees and student achievement.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The principal, assistant principal, 4th and 5th grade teachers have completed the AVID Summer Institute which provided professional development on proven practices to prepare students for success in middle school, high school, college, and a career, especially students traditionally underrepresented in higher education. In 2018-2019, Seminole Elementary will expand AVID Elementary organizational structures to include all 4th and 5th grade classrooms and continue school-wide college awareness activities and career fairs.

Part V: Budget

Total:	\$0.00
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