Central Elementary School

2018-19 School Improvement Plan

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Central Elementary School

610 SW 5TH AVE, Okeechobee, FL 34974

http://centralelementaryschool.sites.thedigitalbell.com/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	Yes	91%

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	C	D*

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 prepare all students to be college and career ready and function as productive citizens.

Provide the school's vision statement

Putting Students First

School Leadership Team

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

Name	Title
Stanley, Joseph	Principal
Norman, Christina	Assistant Principal
Davis, Morgan	Guidance Counselor
Whiteside, RaeAnn	Instructional Coach

Duties

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

The leadership team meets formally on a weekly basis, and informally on a near-daily basis. During these meetings, we discuss the instructional direction of teachers across the school, as well as what instructional strategies can be implemented in order to improve classroom instruction. Decisions are made as a leadership team, following input from all team members. In addition, all members of the leadership team assist teachers in the planning and delivery of instruction that is meaningful and appropriately challenging to students. Leadership team members then follow-up through classroom observations to ensure these instructional practices have been implemented.

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	8	9	6	4	6	16	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	18	7	4	2	1	9	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	24	32	40	0	0	0	0	0	0	0	96

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	0	2	2	4	6	6	0	0	0	0	0	0	0	20

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	5	2	0	13	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	2	4	8	12	15	0	0	0	0	0	0	0	41

Date this data was collected

Wednesday 8/22/2018

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	3	4	5	2	1	17	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Course failure in ELA or Math	3	4	5	3	6	45	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	7	5	32	0	0	0	0	0	0	0	44

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	3	4	5	3	6	45	0	0	0	0	0	0	0	66

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	3	4	5	2	1	17	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Course failure in ELA or Math	3	4	5	3	6	45	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	7	5	32	0	0	0	0	0	0	0	44

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	3	4	5	3	6	45	0	0	0	0	0	0	0	66

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?

Mathematics performance for students in the lowest quartile. No, this is not a year-over-year trend.

Which data component showed the greatest decline from prior year?

Mathematics performance for students in the lowest quartile.

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

Mathematics performance for students in the lowest quartile has a gap of 14 points.

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

Science showed the most improvement, with a 14-point gain. This is a trend, as it represented the largest amount of improvement (7 points) last year.

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

Increased opportunities for practice though supplemental programs, coupled with immediate feedback for both students and teachers, informed instruction and allowed for a greater degree of differentiated teaching. In addition, student engagement has increased through the use of hands-on learning activities.

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	44%	47%	56%	40%	47%	55%
ELA Learning Gains	48%	47%	55%	44%	51%	57%
ELA Lowest 25th Percentile	53%	46%	48%	50%	57%	52%
Math Achievement	59%	59%	62%	60%	61%	61%
Math Learning Gains	54%	54%	59%	55%	53%	61%
Math Lowest 25th Percentile	33%	41%	47%	53%	50%	51%
Science Achievement	55%	54%	55%	41%	42%	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	8 (3)	9 (4)	6 (5)	4 (2)	6 (1)	16 (17)	49 (32)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (1)	0 (0)	0 (7)	1 (8)
Course failure in ELA or Math	18 (3)	7 (4)	4 (5)	2 (3)	1 (6)	9 (45)	41 (66)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (7)	32 (5)	40 (32)	96 (44)

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	49%	53%	-4%	57%	-8%	
	2017	42%	50%	-8%	58%	-16%	
Same Grade Comparison		7%					
Cohort Comparison							
04	2018	35%	41%	-6%	56%	-21%	
	2017	41%	44%	-3%	56%	-15%	
Same Grade Comparison		-6%					
Cohort Comparison		-7%					
05	2018	44%	44%	0%	55%	-11%	
	2017	33%	41%	-8%	53%	-20%	
Same Grade Comparison		11%					
Cohort Comparison		3%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	66%	62%	4%	62%	4%	
	2017	68%	67%	1%	62%	6%	
Same Grade Comparison		-2%					
Cohort Comparison							
04	2018	51%	56%	-5%	62%	-11%	
	2017	52%	56%	-4%	64%	-12%	
Same Grade Comparison		-1%					
Cohort Comparison		-17%					
05	2018	58%	56%	2%	61%	-3%	
	2017	53%	53%	0%	57%	-4%	
Same Grade Comparison		5%					
Cohort Comparison		6%					

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
WHT	52	51	58	64	56	23	60				
BLK	29	31		43	47						
HSP	42	52	59	60	54	30	53				
SWD	27	40	56	30	32	25	26				
FRL	40	48	53	58	52	34	53				
ELL	27	49	50	45	40	33	46				

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
WHT	48	49	50	67	56	29	45				
BLK	22	43		32	75	92	29				
HSP	40	41	52	63	50	48	42				
SWD	16	34	47	33	37	42	24				
FRL	35	41	48	57	54	53	37				
ELL	33	33	33	58	40	43	14				

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	All Instruction Will Be Standards-Based
Rationale	In order for true student academic success to be realized, it is necessary for classroom instruction to be standards-based in nature. The rationale for this focus is reflected in the fact that students are not meeting proficiency targets on the Florida Standards Assessments in English/Language Arts, Mathematics, and Science.
Intended Outcome	Student proficiency and growth rates will increase as a result of improved instruction that is aligned to the standards. This will result in students engaging in tasks and assignments that are relevant and aligned to standards, as well.
Point Person	Joseph Stanley (joseph.stanley@okee.k12.fl.us)

Action Step	
Description	1) Students will maintain student data notebooks. These will be used in an effort to hep students take ownership of their learning by tracking their progress. 2) Formal data chats will be held with teachers on a quarterly basis. In addition to these formal data chats, informal data chats will be held with teachers on, at least, a bi-weekly basis. 3) Students in grades 2-5 will participate in student-led conferences with their parents three times (twice for students in grade 2) each year. During these student-led conferences, students will explain their progress to their parents while fielding questions related to their performance and will work to plan for their continued academic growth. 4) Throughout the year, ONE Central PD will be held in the afternoons. These sessions, which will be held at least five times throughout the year, will focus on specified areas of need based on teacher observation, feedback, and requests. These sessions will be designed to be hands-on and will be offered on a voluntary basis. Following each PD session, members of the school's leadership team will participate in classroom observations in order to help ensure that these skills are implemented in the classroom. 5) The school will continue to implement a Walk to Intervention program. The program consist of both remedial and enrichment programs. Students in grades 1-5 who are experiencing difficulty in English/Language Arts will take part in remedial programs that will utilize Fountas & Pinnell Leveled Literacy Intervention. Students who are doing well in this subject area will take part in enrichment activities. 6) Additional support will be offered to students who score in the bottom quartile on the grade 3 and grade 4 FSA ELA and Mathematics exams. These students will receive additional support through small-group interventions that will be provided by paraprofessionals during the school day. Instruction during this time will be planned in conjunction with the classroom teacher in order to ensure the instruction has maximum efficacy.
Person Responsible	Joseph Stanley (joseph.stanley@okee.k12.fl.us)

Plan to Monitor Effectiveness	
Description	In order to monitor the efficacy of this plan, a variety of methods will be used to first gauge the implementation of the various elements listed in the previous section. Included among these will be observations by members of the school's leadership team (Items 1, 3, 5, and

6), as well as the use of sign-in sheets and participant surveys (Items 2 and 4). Ultimately, the effectiveness of this plan will be measured by observations conducted in the school's classrooms to determine the degree to which these actions are impacting core instruction. Finally, given that the ultimate goal of any implementation at a school level is improved student learning outcomes, an increase in student achievement scores will be the primary determining factor of the plan's effectiveness.

Person Responsible Joseph Stanley (joseph.stanley@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, § 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

Okeechobee County Schools welcomes every opportunity to enhance relationships with parents, families and other community stakeholders to fulfill the school mission and support the needs of students. Open House is an annual activity where students and families are invited on campus tomeet their child's teachers, administration and many of the support staff that are in direct contact with students. In addition to Open House, parent nights are held throughout the year and generally focus around a student activity or content area, such as ELA or Math.
Secondary sites even host a CTE Spotlight where community members, students and parents can attend and learn more about the CTE courses and programs that are available at the secondary level.

Elementary sites, participate in APTT, Academic Parent Teacher Teams. APTT meetings occur four times per year where student data is shared on foundational reading and math skills. Parents are able to see exactly where their child is performing compared to other students in the class. Teachers then teach an activity and provide materials for parents utilize at home with their child. These activities will enhance instruction and enrich skills needed to be successful in reading and math.

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

Our school district has an extensive 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 identify students who may need student support services. Our guidance counselor, with open communication with families, can often 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.

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

Through vertical teaming meetings, teachers at Central meet and discuss the various characteristics of cohorts both entering and leaving the school. This discussion enables teachers to better-support the students in each cohort.

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

The leadership team meets on a weekly basis for formal meetings to review the needs of the school. During these meetings, all possible resources are discussed, whether they are financial, personnel, or curricular in nature. The budgeting process is conducted carefully each year, following a review of school data. This results in the creation of a budget that coordinates internal, county, and federal funds in such a way as to maximize their impact. The data review at this meeting follows the Step Zero model, so as to ensure that the impact of the resources is maximized. All meetings are led by the principal, but all members of the leadership team, as well as grade level leadership, are involved.

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

The school works to establish a school-wide Career and/or College Ready mindset. Schools host career days, reality fairs and have guest speakers from the community to educate students about career opportunities in our local community. Okeechobee's CTE program works with business and industry partners to ensure our students complete CTE courses having the skill set that makes our students employable. Okeechobee has a superb relationship with Indian River State College and high school students may take dual enrollment courses for high school and college credit. Many students graduate with an AA degree at the same time they graduate from high school.

Part V: Budget

Total:	**$600.00**