Central Elementary School
610 S.W. 5th Avenue
Okeechobee, FL 34974
Tel. (863)462-5077 Fax (863)462-5082

Cynthia K. Kubit, Principal

Christie Torres
Assistant Principal

Morgan Davis
Guidance Counselor

Kimberly Syples
Reading Coach

Central Elementary SAC Meeting

October 27, 2021 3:15 PM   In Person Meeting

AGENDA & MINUTES

1. **Welcome and Introductions Members Present: Christie Torres, Cynthia Kubit, Connie Medrano, Tina Ramos, Emma Kinty, Courtney LaFlam, Akins Family, Julie Snell, Durrance Family, Burnsed Family**
   a. **Meeting begins at 3:22 PM. Mrs. Kubit reviewed procedures, attendance, agenda, and important items for review.**
2. **Distributed School Advisory Council Timeline Document to Membership. Links included-See Attached Handout**
   a. **Handouts were distributed to parents and reviewed. See attached.**
3. **Future Meeting Dates**
   a. **January 19 and June 1**
   b. **January 19- Iready will be available, more data will be able to be shared.**
4. **Review of School Improvement Goals, Progress toward goals and Data Reflection-See Attached Handout**
   a. **The attached data was reviewed by Mrs. Kubit. Mrs. Kubit reviewed the data for 2019, explained why no data was provided for 2020, and data for 2021. Data shared was ELA and Math.**
   b. **Mrs. Kubit reviewed the action steps for improvement. Please see attached action steps that were reviewed.**
   c. **The group discussed BEST standards (K-2, 3-5) and possible consequences of low score (Ex. Extended day).**
5. **Parent & Family Engagement- See Attached Handout**
   a. **The attached handout was reviewed by Mrs. Kubit. Family engagement events will be back on campus.**
6. **School Improvement Plan Approval- A motion was made by Tina Ramos to accept the SIP as presented and was seconded by Emma Kinty. The motion passed unanimously. (4:02 motion placed)**
   a. **School improvement plan was reviewed before a motion for approval was placed.**
7. **Requests:**

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- **Request a vote to transfer past teacher lead money into the current school year for any new teachers. 15-16 to 20-21. First-Emma Kinty Seconded- Tina Ramos. The motion passed unanimously.**

8. **Survey Poll:**
   - **Fall festival survey will be sent out via class dojo, facebook, skyward to gather fall fest count and information.**

9. **Important Dates**
   - **Panther Family Read Night 10/28 5:15 PM**
   - **Book Fair 11/1-11/5 PTO Volunteers**
   - **Teacher PLC on WICOR/AVID Strategies 11/2**
   - **Progress Reports 11/9**
   - **Celebrating World Kindness 11/10**
   - **Veteran's Day Program 11/11 8:30 AM & Writing Displays**
   - **ERD/Kona PBIS 11/19**
   - **Fall Break 11/22-11/26**
   - **iReady Diagnostic #2 Window opens 11/30**
   - **Gingerbread Shop 12/1-12/15 PTO Volunteers**

10. **Questions and Answers**

   a. **No questions were asked during Q and A Time.**

School Improvement Goals

1. ESSA Subgroup-SWD
   a. ELA 15, LG 47, BQ 54 (2019) to ELA 10, LG 22, BQ 38 (2021)
2. ELA
   a. ELA 46. LG 52, BQ 60 (2019) to ELA 39, LG 31, BQ 30 (2021)
3. MATH
   a. Math 58, LG 42, BQ 37 (2019) to Math 38, LG 25, BQ 0 (2021)

Action Steps

1. iReady Standards Mastery, Comp Checks, PM Assessments
2. iReady Path Lessons, Teacher Assigned Prerequisite & Standards
3. CPTs to review data weekly and use data to plan effective instruction
4. PLCs & PDs on effective instructional practices and strategies
5. Differentiated Instruction during small groups, Acceleration groups, tutorial groups, inclusion groups,
6. Observation and Feedback Cycles/Coaching Cycles
7. MTSS Tiered plans for ELA and Math
8. Grade level Planning (CPT-developing lessons)
9. Case Studies
10. Specialized PDs- Prerequisite Reports, BEST Benchmarks/LAFS/MAFS

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Family Engagement Events:

Open House

Data & Donuts/APTT Conferences

Fall Fest

Panther Family Read Nights

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The School District of Okeechobee County
School Improvement Plan & SAC Timeline 2021-2022
Office of K - 12 Accountability and Assessment

LINK to this document: bit.ly/SIPSAC

School Improvement Plan & School Advisory Council Timeline

Timeframe	Task Due
Ongoing	**Submit all SAC meeting Minutes throughout the year** (SAC Google Drive)
July	School Grades & ESSA Federal Index Reports are released
	Begin writing School Improvement Plan (CIMS)
August	Submit SAC Members Roster (SAC Google Drive) **BY Sept. 17th**
	SAC Annual Required Training Presentation (SAC Google Drive)
	Submit SAC Bylaws (SAC Google Drive)
	CS&I schools only: SIP due in CIMS **BY August 31st** [OAA, SES]
September	SAC Rosters approved by the School Board (*9/9/21*)
	Peer Review Process by APs work through GSP
	SAC Approves SIP
	All SIPs due in CIMS **BY Sept. 22nd**
October	SIPs approved by the School Board (*10/5/21*)
	Final versions of SIPs are publication in CIMS by October 15th
September- December	Vote on the disbursement of school recognition funds (if applicable). If a decision is not made by February 1st, the award must be equally distributed to classroom teachers.
January – February	Complete SIP Mid-Year Reflection in CIMS.(MYR) CS&I schools only: Mid-year Reflections due in CIMS **BY February 1st**
May - June	Hold a planning and reflection session to review year-end results for the current year and identify potential SIP focus areas for the upcoming school year.

SIP Resources:
FLDOE CS&I / TS&I Deadlines Chart - LINK
FLDOE Leadership Guide - LINK
FLDOE SIP Evidence Based Strategies Document - LINK

SAC Resources:
FLDOE Frequently Asked Questions - LINK
Okeechobee SAC Handbook - LINK
REQUIRED SAC Presentation - LINK

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Schoolwide Improvement Plan: Evidence-based Strategies

UNDERSTANDING EVIDENCE-BASED PRACTICES
⇒ What is an evidence-based strategy?

Levels of Evidence		Definition
Category 1	(1) STRONG	At least one well designed and well implemented experimental study.
	(2) MODERATE	At least one well designed and well implemented quasi— experimental study.
	(3) PROMISING	At least one well designed and well implemented correlational study with statistical controls for selection bias.
Category 2	(4) DEMONSTRATES A RATIONALE	Demonstrating a rationale means a key component of the programs or policy's theory of action is informed by research or evaluation findings that suggest it is likely to improve relevant outcomes.

Steps to Promote Continuous Improvement

1) **IDENTIFY NEEDS**
   ⇒ Data-driven decision making in education agencies
   ⇒ Districts/Schools should engage in timely and meaningful consultation with a range of stakeholders and examine relevant data to understand the most pressing needs of students and educators, as well as the potential root causes of those needs.

2) **EVALUATE & SELECT RELEVANT EVIDENCE-BASED INTERVENTIONS**
   ⇒ Use the links to the right, and other relevant sources, to match interventions with the identified needs of your school(s).
   ⇒ Module — Identifying and Selecting a Practice or Program
   ⇒ Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective.
   ⇒ Promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

3) **PLAN FOR IMPLEMENTATION**
   ⇒ Implementation plans may include the following components: A logic model that is informed by research ,well-defined measurable goals, outlined roles and responsibilities, timelines, resources required to support the intervention, and strategies to monitor performance.
   ⇒ Roles and responsibilities of an implementation team
   ⇒ What is a logic model? — Blank logic model — Completed logic model

4) **IMPLEMENT**
   ⇒ Implementation will impact the ultimate success of an intervention.
   ⇒ Districts/Schools should have ways to collect information about how the implementation is working and make necessary changes along the way.
   ⇒ Module — Implementing a Practice or Program with Fidelity
   ⇒ National Implementation Research Network

5) **EXAMINE & REFLECT**
   ⇒ Performance monitoring involves regularly collecting and analyzing data to track progress.
   ⇒ Performance monitoring can help identify whether key elements of a logic model are being implemented as planned, whether the intervention is meeting interim goals , and suggest ways the intervention could be changed for continuous improvement.
   ⇒ Module — Evaluating Learner Outcomes with Fidelity

LINKS (this is **not** an exhaustive list):

Best Evidence Encyclopedia
Produced by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education. Covers reading, mathematics, science, comprehensive school reform, and early childhood interventions.

ERIC (Education Resources Information Center)
A federal site providing access to many educational resources and research.

Evidence for ESSA
Produced by the Center for Research and Reform in Education (CRRE) at Johns Hopkins School of Education. Focused on K-12 reading and mathematics interventions.

IES REL Network
A search engine for resources by the federal Institute for Education Sciences' Regional Education Laboratories.

The What Works Clearinghouse (WWC)
Produced by the U.S. Department of Education's Institute of Education Sciences (IES). Covers a wide range of education interventions and practices from Pre-K through postsecondary.

Results First Clearinghouse Database
Produced by the Pew Charitable Trusts and the John D. and Catherin T. MacArthur Foundation; covers education, child welfare, juvenile and criminal justice.

Social Programs That Work
Developed by the Coalition for Evidence-based Policy this site offers a series of papers on social programs that are backed by rigorous evidence of effectiveness.

Blueprints for Violence Prevention
A national violence prevention initiative to identify programs that are effective in reducing adolescent violent crime, bullying, delinquency, and substance abuse.

School Guide for Identifying Evidence-Based Interventions for School Improvement
This Guide for Identifying Evidence-Based Interventions for School Improvement is intended to help LEAs or schools carefully consider the evidence supporting intervention options to be included in the school improvement plans as required by ESSA. These interventions may be selected from a menu of options provided by the SEA, or if the SEA allows flexibility, the LEA or school may choose to consider a variety of interventions.

Everyone Graduates Center
This road map is designed to provide a brief synthesis of what is known about the needs of low graduation rate high schools and evidence based remedies that have been shown to work in them.

IRIS Center
The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

The Education Trust
The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.