

Dixie District Schools

Old Town Elementary School



2018-19 School Improvement Plan

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Old Town Elementary School

221 SE 136TH AVE, Old Town, FL 32680

<http://aplusweb.dixie.k12.fl.us/~otes@dixie.k12.fl.us/>

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 PK-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	7%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	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

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

Name	Title
Tillis, Karen	Principal
Sache, Christy	Guidance Counselor
Rains, Gail	Instructional Coach
Lord, Chris	Assistant Principal

Duties

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

The primary role of the principal is to improve instruction in the classroom. By monitoring on-going assessments and classroom instruction, the principal can set clear goals, make critical decisions, and modify instructional practices to ensure student success. This task requires the resources and talents of the entire leadership team. The instructional coach provides coaching for the entire instructional staff. She creates and models lessons in targeted areas of reading. She also organizes our human resources for additional assistance in the classroom and provides interventions to assist teachers in meeting their student achievement goals. The assistant principal and guidance counselor are pivotal in making sure our students have a safe and stable environment to be educated in.

Early Warning Systems

Year 2017-18

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

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	38	17	22	17	14	15	0	0	0	0	0	0	0	123
One or more suspensions	2	1	5	2	2	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	5	13	18	20	25	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	1	11	20	0	0	0	0	0	0	0	32

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	1	2	8	9	9	13	0	0	0	0	0	0	0	42

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	12	12	11	1	3	0	0	0	0	0	0	0	48
Retained Students: Previous Year(s)	0	0	6	4	2	3	0	0	0	0	0	0	0	15

Date this data was collected
Monday 9/24/2018

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	23	34	18	18	16	12	0	0	0	0	0	0	0	121
One or more suspensions	1	1	1	2	2	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	9	10	13	12	11	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	17	19	41	0	0	0	0	0	0	0	77

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	0	2	4	6	7	0	0	0	0	0	0	0	19

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	23	34	18	18	16	12	0	0	0	0	0	0	0	121
One or more suspensions	1	1	1	2	2	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	9	10	13	12	11	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	17	19	41	0	0	0	0	0	0	0	77

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	0	2	4	6	7	0	0	0	0	0	0	0	19

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?

English Language Arts Lowest 25th 25% performed the lowest at 42%. There has been a decline in reading growth over the past three years. After reviewing the data for 4th and 5th grade, the 5th grade improved their growth from the previous year, but the 4th grade declined.

Which data component showed the greatest decline from prior year?

Mathematics Growth in bottom 25% had the greatest decline from 65% to 46%. After breaking down 4th and 5th grade data, this decline is due to students with disabilities not meeting their learning gains goals in the 4th and 5th grade.

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

When reviewing ELA and Mathematics and excluding science to be reviewed below, the biggest gap at a 6% difference is found in ELA Lowest 25th percentile. OTES had 42% growth while the state had 48%.

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

The data component with the most improvement is Science. Historically, OTES has maintained very high achievement in science. We dipped below 70% during the 2016-17 school year, but improved achievement back to high performance levels during the 17-18 school year.

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

During the 2017-18 school year, intervention and ESE science teachers focused on and worked directly with the lead science teacher to improve scores in their classrooms.

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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	62%	56%	56%	52%	54%	55%
ELA Learning Gains	46%	41%	55%	36%	45%	57%
ELA Lowest 25th Percentile	42%	38%	48%	47%	46%	52%
Math Achievement	69%	61%	62%	69%	62%	61%
Math Learning Gains	56%	50%	59%	69%	62%	61%
Math Lowest 25th Percentile	46%	36%	47%	65%	51%	51%
Science Achievement	78%	72%	55%	67%	60%	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	38 (23)	17 (34)	22 (18)	17 (18)	14 (16)	15 (12)	123 (121)
One or more suspensions	2 (1)	1 (1)	5 (1)	2 (2)	2 (2)	6 (3)	18 (10)
Course failure in ELA or Math	0 (0)	5 (9)	13 (10)	18 (13)	20 (12)	25 (11)	81 (55)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (17)	11 (19)	20 (41)	32 (77)

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	72%	65%	7%	57%	15%
	2017	68%	66%	2%	58%	10%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	55%	48%	7%	56%	-1%
	2017	49%	47%	2%	56%	-7%
Same Grade Comparison		6%				
Cohort Comparison		-13%				
05	2018	53%	49%	4%	55%	-2%
	2017	36%	42%	-6%	53%	-17%
Same Grade Comparison		17%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	64%	11%	62%	13%

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MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	75%	66%	9%	62%	13%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	69%	62%	7%	62%	7%
	2017	70%	65%	5%	64%	6%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				
05	2018	55%	49%	6%	61%	-6%
	2017	58%	48%	10%	57%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-15%				

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	62	45	42	69	55	47	77				
SWD	36	32	7	35	41	23	78				
FRL	61	46	41	69	57	49	77				

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	53	36	50	70	69	63	69				
HSP	27			55							
SWD	27	20	23	38	55	50	56				
FRL	51	37	48	69	66	61	64				

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:

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Activity #1	
Title	School-Wide ELA Learning Gains
Rationale	ELA Learning Gains: OTES: 46% State Average 55% ELA Lowest 25% learning gains dropped from 47% to 41% during the 2017/18 school year
Intended Outcome	OTES will increase learning gains for all students to meet state average.
Point Person	Karen Tillis (karentillis@dixie.k12.fl.us)
Action Step	
Description	Tier 1: OTES will provide on-going professional development on the components of a Balanced Reading Block. Reading Blocks will be monitored through instructional walk throughs and progress monitoring assessments. Tier 2 & 3: OTES will provide targeted interventions through the MTSS process. Teachers will use data to break down the instructional needs of level 1 and 2 students and provide quality interventions for an additional 80 minutes per week for 4-weeks.
Person Responsible	Karen Tillis (karentillis@dixie.k12.fl.us)
Plan to Monitor Effectiveness	
Description	During the 4-week instructional cycle, the instructional coach will conduct MTSS fidelity walk-throughs to ensure teachers are following the intervention plans setup for each student. At the end of every 4-week cycle, the lead team will meet to discuss post assessments and plan for the next instructional cycle.
Person Responsible	Gail Rains (gailrains@dixie.k12.fl.us)

Activity #2
Title Math Growth in the Lowest 25% Percentile
Rationale Math Lowest 25% learning gains dropped from 65% to 46% during the 2017/18 school year.

Intended Outcome OTES will increase learning gains for all students in the bottom 25th percentile.
Point Person Karen Tillis (karentillis@dixie.k12.fl.us)

Action Step

Description A new school based intervention program, WIN WIN Math, will start this school year. WIN WIN, "What I Need-When I Need It" is a reciprocal math cycle that requires teachers to look deeply at their Tier 1 chapter assessments and breakdown what skills that were not mastered. It finds the trends in the Tier 1 data and then address those skills during the next instructional cycle. This reteach becomes a part of Tier 2 instruction and targets specific students during spiral review. Students that score 10-15 points below the class average, will spent 160 minutes in MTSS focusing on possible gaps and missing skills from previous years that could be causing a lack of success.

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

Plan to Monitor Effectiveness

Description During the instructional cycle, the instructional coach will conduct MTSS fidelity walk-throughs to ensure teachers are following the intervention plans setup for each student. At the end of every cycle, the lead team will meet to discuss post assessments and plan for the next instructional cycle.

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

Activity #3

Title
Rationale

Intended Outcome

Point Person [no one identified]

Action Step

Description

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible [no one identified]

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

OTES uses many methods to build relationships with parents, families, and the community. We have an active PTO and our SAC Committee is made up of 51% of the groups mentioned above. These members assist in developing plans and activities for our students such as Grandparents Day, Bring you Dad to School, and Fall Festival, Cub Days, and Art Night. We communicate on a daily to weekly basis with all stake holders through Face Book, emails, newsletters, and monthly calendars.

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

The guidance counselor is available to provide for all students counseling such as social stories as needed to work through social-emotional needs. Teachers, parents, and students can request this service. OTES also has a contracted behavior specialist available to assist with student needs. ESE IEP's have social and emotional goals, as well as, academic goals. If needed, the guidance counselor and IEP team will meet to develop a behavior plan with the assistance of the contracted behavior specialist.

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

Through VPK, all 4-years olds can attend OTES. Four to five times a year, our district office places articles in the paper to encourage parents to bring their children to school. Children are then screened on entrance so that early intervention can begin. Dixie District Schools has waived half-day fees for all 4-year olds in the hope that more students will attend. OTES also accepts 3-year olds when a need for readiness skills is apparent due to any disabilities. Pre K teachers and Lead Aides are given yearly professional development through the Early Learning Coalition or district staff. In addition, yearly meetings between the Pre K and Kindergarten staff occurs to discuss vertical alignment of curriculum.

In preparation for the transition of our 5th graders to enter 6th grade, OTES sets up the instructional day so the students must change classes into core subject departments. In May, our 5th grade will do a tour and visit of the middle school campus.

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

MTSS addresses the needs of all students, therefore, the MTSS/RtI problem solving process is the driving force for all academic and behavioral decisions. We evaluate universal assessment data three times a year which guides our budget and professional development needs

Title I provides OTES with funding for one intervention teacher, percentage of the reading coach, and five paraprofessionals. Title 1 funds additional intervention through a district after school tutoring program. Title I assists in getting parental involvement by providing training for parents so that they can assist their children in their education. Title I funds are used to support classroom teachers with materials such as library books and research-based instructional materials. Title 1 also provides professional development for classroom teachers.

Title II provides researched based professional development during the year to increase student achievement. Title II also provides a teacher at OTES.

Title III services are provided through the district for educational materials and ELL district support.

Title X - Homeless -Under the McKinney-Vento Act, homeless students are identified yearly for additional support from the district. The district works to provide homeless students with materials such as backpacks and school supplies.

Violence Prevention Programs

Bully Intervention Program: The guidance counselor works with grade K-5 to discuss issues associated with bullying.

DARE: The Dixie County Sheriffs office provides an officer to instruct students on the following issues: drugs, abuse, theft, bullying, and fighting. Services under Safe and Drug Free Schools also provide school resource officers as needed at OTES.

Nutrition Programs - OTES has universal free breakfast and lunch. In addition, our district provides the school with a Wellness Plan. The plan has activities and guidance for school parties and healthy snack alternatives. OTES also has PE 5-days a week for increased physical activity.

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

N/A

Part V: Budget

Total:	\$135,821.72
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Activity Title Quick Key	Activity Description	Funding Source	Function Code	Object Code	Account	Notes	FTE	Focus	Amount
Math Growth in the Lowest 25% Percentile	Math Lowest 25% learning gains dropped from 65% to 46% during the 2017/18 school year.	Title, I Part A				Quik Pik Instructional Materials		0041 - Old Town Elementary School	14778.5
School-Wide ELA Learning Gains	ELA Learning Gains: OTES: 46% State Average 55% ELA Lowest 25% learning gains dropped from 47% to 41% during the 2017/18 school year	Title, I Part A				I-Ready, Assessments and Exact Path		0041 - Old Town Elementary School	8622
Math Growth in the Lowest 25% Percentile	Math Lowest 25% learning gains dropped from 65% to 46% during the 2017/18 school year.	Title, I Part A				I-Ready Math, Exact Path		0041 - Old Town Elementary School	8622
School-Wide ELA Learning Gains	ELA Learning Gains: OTES: 46% State Average 55% ELA Lowest 25% learning gains dropped from 47% to 41% during the 2017/18 school year	Title, I Part A				Write Score, Writing Training		0041 - Old Town Elementary School	4646.14
School-Wide ELA Learning Gains	ELA Learning Gains: OTES: 46% State Average 55% ELA Lowest 25% learning gains dropped from 47% to 41% during the 2017/18 school year	Title, I Part A				PD Registration Fees: Kagan and Smedley-Warren John Elevate Conference		0041 - Old Town Elementary School	2812

School-Wide ELA Learning Gains	ELA Learning Gains: OTES: 46% State Average 55% ELA Lowest 25% learning gains dropped from 47% to 41% during the 2017/18 school year	Title, I Part A					Renaissance Learning	0041 - Old Town Elementary School	2628.35
School-Wide ELA Learning Gains	ELA Learning Gains: OTES: 46% State Average 55% ELA Lowest 25% learning gains dropped from 47% to 41% during the 2017/18 school year	Title, I Part A					PD Travel	0041 - Old Town Elementary School	619.5
	Administrative (Indirect)	Title, I Part A	7200	790		Miscellaneous Expenses		0041 - Old Town Elementary School	93093.2