Everglades Elementary School

2018-19 School Improvement Plan

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Everglades Elementary School

3725 SE 8TH ST, Okeechobee, FL 34974

http://evergladeselementaryschool.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	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

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 ensure that all students are college and career ready.

Provide the school's vision statement

Everglades Elementary School believes all children have the ability to reach their full potential through collaborative efforts of the faculty, staff, parents, community and students. Everglades will cultivate an appreciation and respect for lifelong learning.

School Leadership Team

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

Name	Title
Downing, Tracy	Principal
Stinnett, Melanie	Guidance Counselor
White, Ann	Teacher, ESE
Ellis, Jennifer	Assistant Principal
Waldron, Debbie	Instructional Coach
Laskey, Robin	Teacher, K-12
Trent, Rachel	Teacher, K-12
Murrish, Stephanie	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 leadership team meets regularly to discuss school wide professional learning, standards based instruction, and climate and culture. We focus on these three areas with relate to the NISL 9 Building Blocks.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	4	6	12	10	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	9	9	15	29	43	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	6	28	37	0	0	0	0	0	0	0	71

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	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/16/2018

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	1	5	2	4	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	2	12	12	22	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	7	18	55	0	0	0	0	0	0	0	80

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	3	2	6	8	0	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	3	1	5	2	4	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	2	12	12	22	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	7	18	55	0	0	0	0	0	0	0	80

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	3	2	6	8	0	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?

ELA proficiency data is the lowest for Everglades Elementary School. For 2017-2018 and 2016-2017 school years, ELA proficiency was 42%. In the 2015-2016 school year, ELA proficiency was 32%.

Which data component showed the greatest decline from prior year?

Math proficiency data showed the greatest decline from the previous year. There was a 7% decrease from the previous year.

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

ELA achievement had the biggest gap when compared to the state average. When EES data is compared with state data, EES ELA achievement data was 14% lower than the state average.

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

Science proficiency showed the most improvement. This improvement of 12% increase is not a trend. For the previous three years, science achievement data has been stagnant.

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

The actions and changes that led to the improvement in science achievement were: a focus on standards based instruction in science, implementation and training on Study Island, STEM Scopes, and all 5th grade students set goals for science achievement.

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	42%	47%	56%	42%	47%	55%
ELA Learning Gains	52%	47%	55%	45%	51%	57%
ELA Lowest 25th Percentile	50%	46%	48%	51%	57%	52%
Math Achievement	49%	59%	62%	56%	61%	61%
Math Learning Gains	53%	54%	59%	49%	53%	61%
Math Lowest 25th Percentile	45%	41%	47%	46%	50%	51%
Science Achievement	47%	54%	55%	35%	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	0 (3)	0 (1)	0 (5)	0 (2)	0 (4)	0 (2)	0 (17)
One or more suspensions	1 (0)	0 (0)	4 (0)	6 (0)	12 (1)	10 (0)	33 (1)
Course failure in ELA or Math	0 (0)	9 (1)	9 (2)	15 (12)	29 (12)	43 (22)	105 (49)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (7)	28 (18)	37 (55)	71 (80)

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	43%	53%	-10%	57%	-14%
	2017	50%	50%	0%	58%	-8%
Same Grade Comparison	-7%					
Cohort Comparison						
04	2018	38%	41%	-3%	56%	-18%
	2017	36%	44%	-8%	56%	-20%
Same Grade Comparison	2%					
Cohort Comparison	-12%					
05	2018	44%	44%	0%	55%	-11%
	2017	33%	41%	-8%	53%	-20%
Same Grade Comparison	11%					
Cohort Comparison	8%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	62%	-8%	62%	-8%
	2017	60%	67%	-7%	62%	-2%
Same Grade Comparison	-6%					
Cohort Comparison						
04	2018	48%	56%	-8%	62%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	44%	56%	-12%	64%	-20%
Same Grade Comparison		4%				
Cohort Comparison		-12%				
05	2018	45%	56%	-11%	61%	-16%
	2017	53%	53%	0%	57%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		1%				

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	48	56	53	49	52	35	51				
BLK	38	40		31	50						
HSP	36	47	52	49	50	50	41				
MUL	40			47							
SWD	20	39	42	35	51	36	32				
FRL	41	50	49	48	52	45	44				
ELL	27	48	57	43	41	42	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
WHT	46	50	47	58	50	37	44				
BLK	27	42		40	42						
HSP	36	38	52	54	49	52	26				
MUL	40			60							
SWD	21	31	35	40	40	33	14				
FRL	38	42	49	55	49	46	30				
ELL	31	47	61	51	57	80	13				

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	To increase student achievement through rigorous, standards-based instruction in English Language Arts and Math.
Rationale	Based on school wide data, it is evident that a large percentage of the student population is not proficient in English Language Arts and Math. By focusing on standards based instruction, we will ensure that all students are receiving rigorous instruction that reaches the depth of the standard.
Intended Outcome	An increase in student proficiency in English Language Arts and Math.
Point Person	Tracy Downing (downingt@okee.k12.fl.us)

Action Step	
Description	1. Teachers will meet weekly to develop lesson plans and will participate in regularly scheduled Professional Learning Community (PLC) meetings. PLC topics to include: direct instruction and small group instruction, using data to drive instruction, coaching cycle, etc. 2. Teachers will utilize supplemental resources to assist with the delivery of standards based instruction. Supplemental resources include LAFS/MAFS, Measuring Up, FOCUS books, CARS/STARS, Top Score Writing and Sadlier Phonics. 3. Teachers will utilize the student data tracker system and will conduct data chats with students on a monthly basis to track student progress in all core academics.
Person Responsible	Tracy Downing (downingt@okee.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Lesson plan reviews 2. Agendas from PLC meetings 3. Observations by administration
Person Responsible	Tracy Downing (downingt@okee.k12.fl.us)

Activity #2	
Title	To increase student achievement through rigorous, standards based instruction in Science.
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

Okeechobee County Schools welcome 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 to meet 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

The School Counselor facilitates a variety of services through community agencies that include anger management, stress and anxiety groups, bullying prevention, respect education, Too Cool for Violence, Cyber Safety, and Stranger Danger. Age appropriate school-wide mental/behavioral health and prevention curriculum (evidence-based curriculum) are available at all 10 school sites.

o Second Steps
o Child Safety Matters
o Lauren's Kids
o Stranger Danger/Gun Safety
o CyberSafety/Netsmartz
o Bullying (Awareness) Education/Consequences
o Know the Law
o Safety Assessment & Intervention
o Signs of Suicide
o Say Something
o Start With Hello
o Crime Watch (SAVE)
o D.A.R.E.
o Elk's Lodge Drug Prevention Program

Supports are delivered in a multi-tiered system based on the level of intervention needed for a specific student. These supports include curriculum, programs and services to address the needs of all students (Tier I); students who have been identified through the early warning system or universal screening process and require a higher level of service (Tier 2); and students who need intensive intervention and services (Tier 3).

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

Preschool sites collaborate with elementary schools to ensure a smooth transition into school. Pre-K students will participate in a field trip to their home school where they will walk the campus, visit the cafeteria, playground and front office. The same is true of elementary transitioning to middle school. A middle school counselor will talk to fifth graders about the transition and accompany them on a field trip to the middle school where they take a tour of the facility.

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

Principal - School Leadership Team Meeting, Data Chats, Professional Development, PLC's
Assistant Principal- Discipline, Facilities, Student Support Services, classroom observations
Instructional Coaches- PLC's, Curriculum and Instruction, teacher resources, modeling, coaching
School Counselors- IEPs, LEPs, MTSS, PBIS

All of the above 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 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

Schools participate in AVID which establishes 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:	**$0.00**