
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	13

Old Kings Elementary School

301 OLD KINGS RD S, Flagler Beach, FL 32136

www.flaglerschools.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 PK-6	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

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

School Board Approval

This plan is pending approval by the Flagler 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 Kings Elementary School, a Marine Science Flagship School. We are committed to our vision of being a part of the Nation's premier learning organization through exceptional student growth and performance.

Provide the school's vision statement.

As a courageous, innovative leader in education, Old Kings Elementary will be a part of the Nation's premier learning organization where ALL students are successful as socially responsible citizens with the skills necessary to reach their maximum potential.

School Leadership Team

Membership

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

Name	Title
Schell, Nick	Assistant Principal
Crooke, Katherine	Principal
Collier, Stacia	Assistant Principal
Andrews, Erin	Instructional Coach
Hardesty, Kathryn	Instructional Coach
Demarsico-Birkland, Joshua	Instructional Coach

Duties

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

Principal Katie Crooke- Sets the vision and mission for our instruction.

Assistant Principals Stacia Collier & Nick Schell- Create an action plan for the instructional vision and mission and monitor and evaluate its effectiveness.

Instructional Coaches Erin Andrews, Kathryn Hardesty, Josh Birkland- Facilitate the action plan for instructional mission and vision and support instructional staff.

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	28	29	10	20	38	37	23	0	0	0	0	0	0	185
One or more suspensions	1	2	4	2	7	14	7	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	2	30	20	20	16	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	20	21	21	24	0	0	0	0	0	0	86
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	28	27	11	41	67	89	78	0	0	0	0	0	0	341

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	3	3	6	5	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	2	9	2	6	0	0	0	0	0	0	0	0	0	19

Date this data was collected

Friday 8/17/2018

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	0	0	15	17	35	30	20	0	0	0	0	0	0	117
One or more suspensions	0	1	1	4	4	4	5	0	0	0	0	0	0	19
Course failure in ELA or Math	3	9	3	0	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	19	50	44	0	0	0	0	0	0	113

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	0

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	0	0	15	17	35	30	20	0	0	0	0	0	0	117
One or more suspensions	0	1	1	4	4	4	5	0	0	0	0	0	0	19
Course failure in ELA or Math	3	9	3	0	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	19	50	44	0	0	0	0	0	0	113

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	0

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?

The ELA Lowest 25th Percentile learning gains sits at 50% for 2018, it was 52% for 2017. According to this amount of data, this is a trend. Our "overall" learning gains groups also dropped from 62% to 58%.

Which data component showed the greatest decline from prior year?

Science achievement went from 69% to 60%.

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

We are above the state in every category, however, internally our largest gap was in science achievement.

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

Our Math achievement went from 70% to 73% and our Math Learning gains went from 65% to 69%.

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

Full implementation of Eureka Math curriculum, the installation of the iReady Math Diagnostic Assessment, and additional student support from math instructional coach.

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	65%	58%	56%	64%	60%	52%
ELA Learning Gains	58%	54%	55%	51%	53%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	50%	43%	48%	37%	44%	46%
Math Achievement	73%	65%	62%	65%	60%	58%
Math Learning Gains	69%	59%	59%	62%	55%	58%
Math Lowest 25th Percentile	55%	48%	47%	45%	47%	46%
Science Achievement	60%	56%	55%	45%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	28 (0)	29 (0)	10 (15)	20 (17)	38 (35)	37 (30)	23 (20)	185 (117)
One or more suspensions	1 (0)	2 (1)	4 (1)	2 (4)	7 (4)	14 (4)	7 (5)	37 (19)
Course failure in ELA or Math	0 (3)	0 (9)	2 (3)	30 (0)	20 (0)	20 (0)	16 (0)	88 (15)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (0)	21 (19)	21 (50)	24 (44)	86 (113)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	74%	62%	12%	57%	17%
	2017	75%	69%	6%	58%	17%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	62%	58%	4%	56%	6%
	2017	66%	59%	7%	56%	10%
Same Grade Comparison		-4%				
Cohort Comparison		-13%				
05	2018	57%	54%	3%	55%	2%
	2017	58%	53%	5%	53%	5%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				
06	2018	60%	56%	4%	52%	8%
	2017	62%	57%	5%	52%	10%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	69%	11%	62%	18%
	2017	74%	69%	5%	62%	12%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	69%	63%	6%	62%	7%
	2017	66%	68%	-2%	64%	2%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
05	2018	61%	59%	2%	61%	0%
	2017	60%	58%	2%	57%	3%
Same Grade Comparison		1%				
Cohort Comparison		-5%				
06	2018	78%	65%	13%	52%	26%
	2017	75%	65%	10%	51%	24%
Same Grade Comparison		3%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	57%	54%	3%	55%	2%
	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	26	38	36	32	46	48	33				
ELL	52	76	70	60	76						
ASN	85	70		100	90						
BLK	51	55		63	68						
HSP	50	57	53	69	74	68	39				
MUL	60	54		70	71	60	62				
WHT	67	58	52	74	68	49	61				
FRL	57	55	51	66	66	55	51				

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	22	55	49	27	47	46	50				
ELL	62	55		57	64						
ASN	92			100							

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
BLK	61	60		58	50						
HSP	48	55	38	52	67	52	50				
MUL	66	71		66	73						
WHT	70	61	55	72	65	55	72				
FRL	59	57	49	60	60	52	63				

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 Literacy and High Expectations

Rationale Only 34% of our students earned a level 7 or higher on the FSA ELA Writing assessment. We know that the writing assessment has a large impact on the overall ELA score for the student and that writing, in general, helps students become

Intended Outcome If we implement lesson plans that include writing assignments, along with intensive writing instructional coaching support and resources, then the percentage of students who earn a score of 7 or higher on the writing portion of the FSA ELA test will increase.

Point Person Stacia Collier (colliers@flaglerschools.com)

Action Step

Description Implement lesson plans that include writing assignments with instructional coaching support from Josh Birkland.
 Implement Write Bright Writing Resource for grades 2-3, with instructional coaching support from Josh Birkland.
 Implement ACTNOW Writing Strategy for grades 4-6 (ELA), with instructional coaching support from Josh Birkland.
 Implement Collins Writing Strategies for grades 4-6 (NON-ELA and Electives) with support from the instructional coaches.

Person Responsible Joshua Demarsico-Birkland (demarsicobirklandj@flaglerschools.com)

Plan to Monitor Effectiveness

Description School leadership will meet in December to review the effectiveness of our action steps.
 School leadership will meet in January to complete the mid-year review in CIMS.
 School Leadership will meet in April/May to complete end of year review.

Person Responsible Stacia Collier (colliers@flaglerschools.com)

Activity #2

Title Early Warning Systems (EWS)

Rationale

The number of out of school suspensions increased by 20 from the 16-17 school year to the 17-18 school year. We know that absences and suspensions can make a significant impact on a student's academic success.

Intended Outcome

If we utilize tracking/refocus forms with fidelity and provide at-risk students with an in-school mentor, then the number of out of school suspensions will decrease, which will be monitored and refined through monitoring mentoring data and monitoring tracking/refocus forms.

Point Person

Nick Schell (schelln@flaglerschools.com)

Action Step

Description

Provide professional learning on tracking/refocus forms during August and September grade level meetings Nick Schell

Provide all at-risk students with an in-school mentor who will meet with them twice a month-Nick Schell

Person Responsible

Nick Schell (schelln@flaglerschools.com)

Plan to Monitor Effectiveness

Description

School leadership will meet in December to review the effectiveness of our action steps.
School leadership will meet in January to complete the mid-year review in CIMS.
School Leadership will meet in April/May to complete end of year review.

Person Responsible

Stacia Collier (colliers@flaglerschools.com)

Activity #3	
Title	Graduation Rate (Proficiency Rate)
Rationale	Our percentage of students who earned a level 3 or higher on ELA, Math, and Science state assessments has remained stagnant over the past two years.
Intended Outcome	If we implement school wide writing strategies, continue the course with the Eureka Math curriculum, and strategically schedule science in 5th grade, then the percentage of students earning a level 3 or higher on the ELA, Math, and Science will increase, which will be monitored and refined through coach/teacher writing sessions, focus on our lowest performing math cluster (Geometry, Measurement, Data), and support with science HMH curriculum.
Point Person	Stacia Collier (colliers@flaglerschools.com)
Action Step	
Description	Implement Write Bright Writing Resource for grades 2-3, with instructional coaching support from Josh Birkland. Implement ACTNOW Writing Strategy for grades 4-6 (ELA), with instructional coaching support from Josh Birkland. Implement targeted spiral review for Geometry/Measurement/Data cluster, in small group with iReady progress monitoring, Erin Andrews Implement focusing on power standards and benchmarks through HMH and Memory Mondays that include spiral review of 3rd and 4th grade science curriculum (for 5th), Wednesdays are common labs that are tied to highly tested standards.
Person Responsible	Erin Andrews (andrewse@flaglerschools.com)
Plan to Monitor Effectiveness	
Description	School leadership will meet in December to review the effectiveness of our action steps. School leadership will meet in January to complete the mid-year review in CIMS. School Leadership will meet in April/May to complete end of year review.
Person Responsible	Stacia Collier (colliers@flaglerschools.com)

Activity #4

Title	Acceleration (Earning 4 or higher)
Rationale	Although our percentage of students that earns a level 4 or higher on ELA, Math, and Science state assessments is increasing, we are still at 42%.
Intended Outcome	If we implement school wide writing strategies, target specific cluster in math, and support the new HMH curriculum for science, then the percentage of students earning a 4 or higher will increase which will be monitored and refined through coach/teacher writing sessions, focus on our lowest performing math cluster (Geometry, Measurement, Data), and support with science HMH curriculum.
Point Person	[no one identified]

Action Step

Description	Implement Write Bright Writing Resource for grades 2-3, with instructional coaching support from Josh Birkland. Implement ACTNOW Writing Strategy for grades 4-6 (ELA), with instructional coaching support from Josh Birkland. Implement targeted spiral review for Geometry/Measurement/Data cluster, in small group with iReady progress monitoring, Erin Andrews Implement focusing on power standards and benchmarks through HMH and Memory Mondays that include spiral review of 3rd and 4th grade science curriculum (for 5th), Wednesdays are common labs that are tied to highly tested standards.
Person Responsible	[no one identified]

Plan to Monitor Effectiveness

Description	School leadership will meet in December to review the effectiveness of our action steps. School leadership will meet in January to complete the mid-year review in CIMS. School Leadership will meet in April/May to complete end of year review.
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.

Old Kings is dedicated to building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision as well as keeping parents informed of their child's progress. The designated flagship program, Marine Science, was selected to expand and enhance community and parental involvement and positive relationships with all students. The program will focus on STEM activities within the school as well as incorporating community events.

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.

Old Kings Elementary ensures the social-emotional needs of all students by providing counseling, mentoring and other pupil service through its guidance department and district level support. The Champion Mentoring program has been developed this year to work with students with additional needs. Students may have been identified in the MTSS department, classroom referrals, teacher referrals or parent communication.

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

Transition to Pre-K to Kindergarten: When a Pre K to Kindergarten student registers parents are given a date and time to meet with the kindergarten guidance counselor for an assessment and orientation. The parent and student are given a tour of the school. Kindergarten students and parents are also invited to come to meet the teacher the Friday before school starts so the student and parent can get familiar with the teacher.

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.

We have several routes to monitor the implementation of MTSS structures. We have monthly core MTSS team meetings to address how school the MTSS system is working. We look at school wide data to address what the needs are for the school. After looking at the data we discuss the best way to allocate our resources the address the needs of the school/grade level. Each teacher meets with the MTSS coordinator on a monthly basis to look at data and discuss the needs of their individual students. The data used is comprised of the following: classroom assessments, State-wide standardize assessments, performance matters. In addition, training's are held 3 times a year (after each progress monitoring window to look at grade level /classroom data. In these training's we discuss how each grade level is implementing their tier 2 & 3 interventions and grade level fidelity.

OKES used District Title II funds to support a writing curriculum that is research-based and relevant to current writing standards and expectations.

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:	\$0.00
---------------	---------------