

Putnam County School District

Ochwilla Elementary School



2018-19 School Improvement Plan

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Ochwilla Elementary School

299 N STATE ROAD 21, Hawthorne, FL 32640

oes.putnamschools.org

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	42%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 11/6/2018.

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

Ochwilla Elementary School will ensure the success of every student at high levels of learning by creating a safe, collaborative culture that uses standards-based differentiated instruction.

Provide the school's vision statement

Ochwilla Elementary School, in partnership with stakeholders and the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

School Leadership Team

Membership

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

Name	Title
Langston, Evelyn	Principal
Leary, Beth	Assistant Principal
Thacker, Heather	Instructional Coach
Rhymes, Kimberly	Guidance Counselor

Duties

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

The function and responsibility of each team member related to the school's MTSS and SIP is to provide support for all teachers and students. Under the leadership of the principal their responsibilities will include: instructional coaching, conducting classroom walk-throughs, behavior management support and ideas, data collection, analysis of student performance, developing individual plans for students in need of a deeper level of support, providing professional growth opportunities for staff and any other supportive roles for the teacher or student.

The Ochwilla Leadership team meets weekly to review school targets, initiatives and programs and to adjust targets as needed. Action plans are developed to improve the quality of teaching and learning. Each team member is responsible for specific areas based on their knowledge and training. Primary areas of responsibility for each leadership team member appear below.

Principal--overall school leadership, quality of teaching and learning, safety and security. Monitor: progress on the SIP, and effectiveness of the MTSS team. Participate in: individual student MTSS meetings to help remove barriers and align resources, weekly PLCs to establish and monitor expectations.

Assistant Principal--quality of teaching and learning, safety and security, student behavior and school discipline plan. Monitor: progress on the SIP, and effectiveness of the MTSS team. Participate in:

individual student MTSS meetings to help remove barriers and align resources, weekly PLCs to establish and monitor expectations.

Guidance Counselor/MTSS Coordinator--MTSS process for tier 2 and 3 interventions/Positive Behavioral Supports, works with students on behavioral and emotional needs. Facilitate the MTSS student meetings, record and assist in the development of student plans, and provide teachers with ideas for interventions and methods of progress monitoring.

Instructional Coach--curriculum and instruction, PLC lead, professional development. Bring instructional resources and expertise to assist teachers in the entire scope of the MTSS model, from Tier I to Tier III. Also, facilitate iReady growth monitoring and diagnostic testing.

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	18	28	17	17	13	12	0	0	0	0	0	0	0	105
One or more suspensions	0	2	0	2	3	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	4	10	15	0	0	0	0	0	0	0	29

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	3	4	5	0	0	0	0	0	0	12

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	7	3	0	4	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected

Monday 8/27/2018

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	18	17	16	13	19	14	0	0	0	0	0	0	0	97
One or more suspensions	0	1	0	3	1	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	11	15	0	0	0	0	0	0	0	28

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	1	0	3	5	6	0	0	0	0	0	0	0	15

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	18	17	16	13	19	14	0	0	0	0	0	0	0	97
One or more suspensions	0	1	0	3	1	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	11	15	0	0	0	0	0	0	0	28

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	1	0	3	5	6	0	0	0	0	0	0	0	15

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?

FSA Math Lowest 25th Percentile was at 29% for 2018. This was an increase from 27% the year before.

Which data component showed the greatest decline from prior year?

FSA Math Achievement dropped 12 points to 50% in 2018. FSA Math Learning Gains dropped 13 points to 45% in 2018. This is not a trend since, 2017 showed an increase in both of these areas from the previous year.

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

FSA Math Bottom Quartile Learning Gains demonstrates that OES is 18% below the state average.

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

FSA Science improved by 18% in 2018. This is not a trend.

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

There was a change in 5th grade Science teacher and instruction. The new teacher more closely followed the district pacing guide and implemented more inquiry based learning.

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	0%	0%	41%	43%	56%
ELA Learning Gains	47%	0%	0%	43%	45%	55%
ELA Lowest 25th Percentile	38%	0%	0%	57%	40%	48%
Math Achievement	51%	0%	0%	50%	52%	62%
Math Learning Gains	48%	0%	0%	45%	55%	59%
Math Lowest 25th Percentile	14%	0%	0%	29%	44%	47%
Science Achievement	53%	0%	0%	44%	46%	55%

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	18 (18)	28 (17)	17 (16)	17 (13)	13 (19)	12 (14)	105 (97)
One or more suspensions	0 (0)	2 (1)	0 (0)	2 (3)	3 (1)	4 (7)	11 (12)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	9 (0)	9 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (2)	10 (11)	15 (15)	29 (28)

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	45%	40%	5%	57%	-12%
	2017	58%	42%	16%	58%	0%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	42%	38%	4%	56%	-14%
	2017	43%	42%	1%	56%	-13%
Same Grade Comparison		-1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-16%				
05	2018	33%	39%	-6%	55%	-22%
	2017	42%	38%	4%	53%	-11%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	48%	0%	62%	-14%
	2017	69%	48%	21%	62%	7%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2018	53%	50%	3%	62%	-9%
	2017	60%	53%	7%	64%	-4%
Same Grade Comparison		-7%				
Cohort Comparison		-16%				
05	2018	44%	48%	-4%	61%	-17%
	2017	51%	45%	6%	57%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		-16%				

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	44	33		56	47		55				
BLK	21	55	70	32	30						
HSP	47	46		45	43						
SWD	23	32		42	43						
FRL	37	48	55	44	43	22	41				

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	50	53	54	64	61	42	34				
BLK	38	25		54	63						
HSP	45	41		64	53						
SWD	21	39	36	42	39		10				
FRL	47	43	47	62	57	29	31				

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 Bottom Quartile in Math and Reading

Rationale Only 29% of the BQ in Math made Learning Gains and 57% of the BQ in Reading made Learning Gains.

Intended Outcome To focus on the interventions and differentiated instruction in order for the BQ of students in Math and Reading to show 10 points increase in Learning Gains.

Point Person Evelyn Langston (elangston@my.putnamschools.org)

Action Step

Description Assign a para-professional to tutor BQ students in small groups on a daily basis. Require the opportunity for collaborative learning in all subject areas. Differentiated instruction will be provided daily in response to student needs. Students are required to spend a minimum of 45 minutes on the iReady Intervention program.

Person Responsible Evelyn Langston (elangston@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Classroom walk throughs
Data chats in PLCs with teachers and in the classroom with students.
iReady instructional usage will be monitored and student progress measured on the Diagnostic.

Person Responsible Evelyn Langston (elangston@my.putnamschools.org)

Activity #2

Title Math Achievement and Learning Gains for all students

Rationale FSA Math Achievement dropped 12 points to 50% in 2018. FSA Math Learning Gains dropped 13 points to 45% in 2018. This is not a trend since, 2017 showed an increase in both of these areas from the previous year.

Intended Outcome To show 10 points improvement in Math Achievement and 10 points in Math Learning Gains for all students.

Point Person Evelyn Langston (elangston@my.putnamschools.org)

Action Step

Description Common Board Configuration is required to help facilitate teacher's understanding of the Math standards and for students to understand what they are learning.
All teachers are required to utilize Engage NY/Eureka Math curriculum to teach students to the rigor of the standards.
Collaborative learning groups are required to foster rigorous student discussion and provide the opportunity for differentiated instruction.

Person Responsible Evelyn Langston (elangston@my.putnamschools.org)

Plan to Monitor Effectiveness

Description Classroom walk throughs
Data chats in PLCs with teachers and in the classroom with students.
iReady instructional usage will monitored and student progress measured on the Diagnostic.
Using iReady Standards Mastery to measure student progress.
District School Improvement staff member meets with teachers on a regular basis to address needs and concerns in Math.

Person Responsible Evelyn Langston (elangston@my.putnamschools.org)

Activity #3

Title Attendance below 90%

Rationale

The number of students who were in attendance less than 90% of the school year increased to 105 students from 97 the previous year. In order to increase academic achievement and learning gains students must be in attendance each day to receive instruction.

Intended Outcome

To reduce the number of students who attend school less than 90% by 20% in order to increase student academic achievement.

Point Person

Evelyn Langston (elangston@my.putnamschools.org)

Action Step

Description

Parents are mailed notification letters once a student is absent 5 days.
The data clerk and guidance counselor monitor students with 5 or more absences to implement the district truancy plan.
Post daily attendance in a prominent place for parents to see.
Parent and student rewards for perfect and on-target attendance.
District graduation coach monitors students with excessive absences and rewards students who make improvement.

Person Responsible

Kimberly Rhymes (krhymes@my.putnamschools.org)

Plan to Monitor Effectiveness

Description

Weekly reports are run by the data clerk to monitor student progress.

Person Responsible

Kimberly Rhymes (krhymes@my.putnamschools.org)

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

Grade Level Parent Night events are planned to help parents understand what their child is learning and how to help them be successful in school.

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 guidance counselor conducts guidance lessons on character traits in all grade levels. We also hold weekly class counsels that address the social needs of children, especially the key developmental shift

years of 2nd and 4th grades. Students with specific needs are counseled by our Guidance Counselor and referred to Mental Health Counselors as needed.

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

Our school offers PreK, ESE PreK, and receives students from other VPK programs in the community. We have family meetings with the parents and family members of these children and inform them of future requirements and helpful information for parents. We also have a kindergarten roundup in the spring and over the summer to register children and prepare families for school. Kindergarten orientation meeting is held with kindergarten parents to discuss expectations, kindergarten report card and system for assessing. We have departmentalized our 4th and 5th grade classes to better prepare our students for class changes in the middle school. We work with the middle school to provide a sixth grade orientation day and course selections through Guidance.

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 U.S. Department of Education released proposed regulations to implement the requirements related to Federal spending in the Elementary and Secondary Education Act (ESEA), as recently revised by the Every Student Succeeds Act (ESSA) which states, Federal funds must supplement and may not supplant state and local funds. Regulations ensure that Federal funds are additive and do not take the place of state and local funds in low-income schools in keeping with the longstanding commitment under Title I that the nation's highest need students receive the additional financial resources necessary to help them succeed.

In accordance with ESSA Section 118 (b) (2), the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are

monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

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

Teachers are encouraged to talk with students about careers and a Career Day event is planned where students can explore career opportunities. Teachers wear college shirts weekly to promote and encourage students to set college and career goals. The library has collection of career books.