

Dixie District Schools

Old Town Elementary School



2021-22 Schoolwide Improvement Plan

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Old Town Elementary School

221 SE 136TH AVE, Old Town, FL 32680

<http://www.dixie.k12.fl.us>

Demographics

Principal: Karen Tillis

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (68%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Tillis, Karen	Principal	Instructional Leadership Visionary Planning Progress Monitoring and Diagnostic Assessments Professional Development Staff Evaluation and Assessment MTSS Coordinator Data Disaggregation Curriculum Planning and Development
Lord, Chris	Assistant Principal	Campus Safety/Security Student Discipline Facilities Management Threat Assessment Team Leader
Rains, Gail	Instructional Coach	K-4 I-Ready Assessments Monitoring and Coordinates K-4 Professional Development Teacher Coaching MTSS K-4 Program Monitors and Collects Data
Sache, Christy	Guidance Counselor	Student Mental Health ELL/ESOL Support Guidance Lessons and Support ESE Support

Demographic Information

Principal start date

Thursday 7/1/2010, Karen Tillis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

451

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	75	82	82	71	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	46	19	21	28	17	0	0	0	0	0	0	0	0	131
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	1	2	10	20	5	0	0	0	0	0	0	0	0	38
Course failure in Math	1	2	10	14	4	0	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	14	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	11	0	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	0	1	11	0	0	0	0	0	0	0	0	12

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	7	9	7	0	0	0	0	0	0	0	0	23
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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	10	9	2	2	0	0	0	0	0	0	0	0	32
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Students retained two or more times	0	0	1	1	1	0	0	0	0	0	0	0	0	3
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Date this data was collected or last updated

Monday 9/20/2021

2020-21 - 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	

Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Attendance below 90 percent	25	9	6	5	3	11	0	0	0	0	0	0	0	59
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One or more suspensions	2	4	3	4	6	13	0	0	0	0	0	0	0	32
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Course failure in ELA	0	6	5	4	4	2	0	0	0	0	0	0	0	21
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Course failure in Math	0	5	5	12	3	3	0	0	0	0	0	0	0	28
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Level 1 on 2019 statewide ELA assessment	0	0	0	3	10	8	0	0	0	0	0	0	0	21
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Level 1 on 2019 statewide Math assessment	0	0	0	2	10	7	0	0	0	0	0	0	0	19
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	1	1	1	2	6	7	0	0	0	0	0	0	0	18
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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	8	13	4	3	3	0	0	0	0	0	0	0	0	31
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Students retained two or more times	0	0	2	5	4	2	0	0	0	0	0	0	0	13
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2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	25	9	6	5	3	11	0	0	0	0	0	0	0	59
One or more suspensions	2	4	3	4	6	13	0	0	0	0	0	0	0	32
Course failure in ELA	0	6	5	4	4	2	0	0	0	0	0	0	0	21
Course failure in Math	0	5	5	12	3	3	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	3	10	8	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	2	10	7	0	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	2	6	7	0	0	0	0	0	0	0	18

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	8	13	4	3	3	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	2	5	4	2	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%			65%	59%	57%	62%	56%	56%
ELA Learning Gains	43%			60%	58%	58%	46%	41%	55%
ELA Lowest 25th Percentile	33%			59%	51%	53%	42%	38%	48%
Math Achievement	74%			79%	70%	63%	69%	61%	62%
Math Learning Gains	65%			75%	72%	62%	56%	50%	59%
Math Lowest 25th Percentile	43%			70%	66%	51%	46%	36%	47%
Science Achievement	68%			71%	60%	53%	78%	72%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	63%	62%	1%	58%	5%
Cohort Comparison						
04	2021					
	2019	63%	58%	5%	58%	5%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	66%	9%	62%	13%
Cohort Comparison						
04	2021					
	2019	77%	73%	4%	64%	13%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Old Town Elementary School uses the I-Ready Diagnostic Kindergarten-4th Grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	42%	68%
	Economically Disadvantaged	10%	39%	71%
	Students With Disabilities	10%	31%	46%
	English Language Learners	10%	42%	68%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	32%	66%
	Economically Disadvantaged	9%	30%	65%
	Students With Disabilities	11%	25%	54%
	English Language Learners	9%	32%	66%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	52%	73%
	Economically Disadvantaged	19%	50%	68%
	Students With Disabilities	13%	27%	27%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	41%	79%
	Economically Disadvantaged	14%	40%	80%
	Students With Disabilities	0%	9%	45%
	English Language Learners	0%	0%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	78%	75%
	Economically Disadvantaged	55%	78%	75%
	Students With Disabilities	13%	20%	18%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	59%	77%
	Economically Disadvantaged	16%	58%	79%
	Students With Disabilities	0%	20%	36%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	54%	56%
	Economically Disadvantaged	29%	48%	49%
	Students With Disabilities	13%	24%	29%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	56%	73%
	Economically Disadvantaged	26%	50%	71%
	Students With Disabilities	13%	18%	18%
	English Language Learners	0	0	0

Grade					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged Students With Disabilities English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				
	Economically Disadvantaged Students With Disabilities English Language Learners				

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	38	20		32	30						
WHT	61	43	33	74	64	46	69				
FRL	56	47	38	72	61	46	67				
2019 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 2017-18	C & C Accel 2017-18
SWD	41	62	75	50	73	73	67				
HSP	70			90							
WHT	66	60	58	78	75	72	69				
FRL	63	62	66	77	74	68	77				
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	36	32	7	35	41	23	78				
WHT	62	45	42	69	55	47	77				
FRL	61	46	41	69	57	49	77				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After analyzing end of year ELA I-Ready outcome assessments and beginning of year diagnostic assessments, phonological proficiency and phonics assessment scores are lacking the adequate growth from mid to end of year assessments and adequate levels of proficiency to sustain overall growth in K-3rd grade reading scores for all students.

In Kindergarten, 62% of all students are below grade level in Phonological Proficiency and 82% are below grade level in phonics proficiency.

In first grade, 58% of all students are below grade level in Phonological Proficiency and 80% are below grade level in phonics proficiency.

In second grade, 77% of all students are below grade level in phonics.

In third grade, 40% of all students are below grade level in phonics.

In fourth grade, 43% of all students had adequate reading growth and only 33% of students in the lowest 25% had adequate reading growth as measured by FSA. Further analyzation reveled that students earned less than 8/16 points on Key Ideas and Details. After further analysis in I-Ready, it appears the deficit occured in literature text.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

K-3rd Grade: Phonological Awareness and Phonics
3th Grade ELA Reading Growth
3rd-4th Grade: Comprehension Key Idea and Details in Literature Text

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factor: The lack of a systematic phonics program in K-4th grade.
Action: Purchased Reading Horizons Phonics Program for K-3rd grade.
Action: Targeted Professional Development on the Science of Reading.
Factor: The lack of instruction using quality literature text.
Action: Purchased SAVVAS Reading with incorporates quality literature text including read alouds
Action: Professional Development on the B.E.S.T. standards and best practices for literature comprehension instruction including Hatties Visual Learning High Quality Strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

High Performance and Learning Gains in Mathematics. High Performance went from 69% to 74% and Growth in Mathematics went from 46% to 65%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factor: OTES reviewed our MTSS math process and reorganized the process to be focused on-going data based on Eureka Module progress checks and end of module assessments and not universal progress monitoring I-Ready data.

What strategies will need to be implemented in order to accelerate learning?

Factor: OTES reviewed our MTSS math process and reorganized the process to be focused on-going data based on Eureka Module progress checks and end of module assessments and not universal progress monitoring I-Ready data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development: Summer 2021: BEST Standards, SAVVAS Reading Series, Horizon Phonics, Science of Reading, I-Ready
On-Going Professional Development: BEST Standards, SAVVAS Reading Series, Horizon Phonics, Science of Reading, I-Ready, Hatties' Visual Learning, Best Practices for MTSS, Heggerty Phonemic Awareness Instruction, Raz Pus, Quality Sight Word instruction, Learning Dynamics, and ESGI.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Throughout the accountability process, Old Town Elementary School has a history of high performance. We sustain this high performance by analyzing data and providing professional development in the areas we didn't meet the standard set by state averages. Additionally, the leadership team analyzes I-Ready data and focuses on the areas that can be improved. The leadership team provides individual targeted professional development, mentoring, and monitoring to instructional leaders in those academic areas that lack the level of growth expected. Old Town Elementary School also provides increased instructional time for students in our Title 1 after school program.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Based on data referred to under Data Analysis Section B, it is clear that instructional leaders needed a research based systematic scope and sequence to assist their instruction in and through grades K-3. The data listed below validates this need. In Kindergarten, 62% of all students are below grade level in Phonological Proficiency and 82% are below grade level in phonics proficiency. In first grade, 58% of all students are below grade level in Phonological Proficiency and 80% are below grade level in phonics proficiency. In second grade, 77% of all students are below grade level in phonics. In third grade, 40% of all students are below grade level in phonics.

Measureable Outcome: By May of 2022, 75% of all kindergatren-second grade students will score at or above grade level on Phonological Proficiency Assessments as measured by I-Ready. By May of 2022, 60% of all kindergarten-third grade students will score at or above grade level on phonics as measured by I-Ready.

Monitoring: Based on I-Ready diagnostic scores, students are placed in the MTSS process to focus on specific phonological and phonics skills and sounds. Depending on student tiered instruction, students are given weekly or monthly assessments to monitor when students master specific skills and sounds. Additionally, all students take the mid-year I-Ready progress monitoring assessment. These scores will be used to decide if the instructional materials and strategies are showing positive gains for our students.

Person responsible for monitoring outcome: Karen Tillis (karentillis@dixie.k12.fl.us)

Evidence-based Strategy: For Phonological Awareness and Phonics, the evidence-based strategies being implemented include explicit, systematic phonemic awareness/phonics instruction (Hattie's .47), small group instruction (Hattie's .47), MTSS/RTI (Hattie's 1.29), and scaffolding (Hattie's .82) in conjunction with Phonological Awareness Daily Program by Michael Heggerty and the Reading Horizons Discovery Phonics Program.

Rationale for Evidence-based Strategy: The evidence-based strategies being implemented include explicit, systematic phonemic awareness/phonics instruction (Hattie's .47), small group instruction (Hattie's .47), MTSS/RTI (Hattie's 1.29), and scaffolding (Hattie's .82) via Phonological Awareness Daily Program by Michael Heggerty and the Reading Horizons Discovery Phonics Program. Each of these evidence-based strategies have been proven in the widely recognized Hattie's Visible Learning study to have the potential to accelerate or the potential to considerably accelerate student achievement.

Action Steps to Implement

1. Select evidence-based strategies

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

2. Purchase educational programs to meet the needs based on data

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

3. Train staff on evidence-based strategies and program use

Person Responsible Gail Rains (gailrains@dixie.k12.fl.us)

4. Implement MTSS/RTI w/fidelity schoolwide, incorporating evidence-based strategies and curriculum

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

5. Principal does observations/walkthroughs

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

6. Periodically assess student progress per reading plan requirements

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

7. Utilize coaching and mentor teachers/classrooms as needed based on student data

Person Responsible Gail Rains (gailrains@dixie.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When OTES discipline data is compared to all elementary schools statewide, it falls into the very low category. Administrators at Old Town Elementary School are working with teachers and staff to handle minor infractions in class through classroom management and discipline plans. Teachers are also contacting parents to ask for help with minor discipline behavior in the classroom. We are also creating a culture where teachers help teachers through a secondary process where a student may be sent to another classroom for a time-out where they will be given an opportunity to complete their assignment or if they just need to take a break before rejoining the class. Students with multiple infractions may be referred to the guidance counselor for behavior counseling, to look for external factors, and possibly further evaluation. OTES strives to provide each student with a safe learning environment as is the mission of safe schools for Alex.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Old Town Elementary School continues to build both positive school culture and positive school environment through a systematic approach of inviting and involving all stakeholders in meaningful activities related to building relationships and student achievement. Throughout the school year, stakeholders are invited to Meet the Teacher, PTO/SAC meetings, Fall Festival, student programs, and various other planned activities. There are two evenings scheduled for parent conferences for working parents. Understanding that the School Improvement Plan is a living document, stakeholders are invited to write, revise, and review the plan during the school year. Student safety is a priority in creating a positive school environment. Stakeholders are invited to meetings to discuss perceived areas of need on campus. We have monthly drills covering a variety of emergencies that could occur. After we practice, we meet, and revise our safety plans.

During the 2021/2022 school year, it is Old Town Elementary School's goal to increase participation in our PTO/SAC planning meetings. Through continued communication on monthly newsletters, calendars, social media and the school marquee, we anticipate an increase in participation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Old Town Elementary School's Lead Team: providing support, professional development, safety, discipline, and parent relations.

Dixie District Director's Staff: providing support to the lead team, financial support, assisting with school organization, safety, and law.

Dixie District School Board Members: build policy and procedure and balanced budget for the entire organization.

Old Town Elementary School's Parent Teacher Organization and School Advisory Council: build a bridge between family, school, and the community.

Old Town Elementary School's Instructional and Support Staff: positive discipline and engaging instruction and assisting in the day to day functioning and safety of the school.

Old Town Elementary School's Transportation: Transport children to and from school safely and on time.

OTES Food Service Department: Provide nutritious meals to student for breakfast and lunch.

Old Town Elementary School Parents and Guardians: Support school staff and students by ensuring students attend school regularly, address behavioral and academic issues as needed.

Old Town Elementary School Students: Attend school with a positive attitude, show respect for OTES teachers and staff and demonstrate effort to meet academic learning goals daily.