Kissimmee Elementary School

2015-16 School Improvement Plan

Kissimmee Elementary School

3700 W DONEGAN AVE, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide an enriched and rigorous learning environment within a diverse community where all children succeed.

Provide the school's vision statement

Kissimmee Elementary will outperform all other elementary schools in Osceola County.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school reviews the diversity of students at the beginning of the year to ensure that these students are made to feel welcome and that we have the needed resources to help students succeed.
Throughout the year there are activities and celebrations of cultures.
This year the dual language classes are holding Café Con Leche meetings with parents to discuss the program and share ideas of how the parents can help at home.
During the year classes will celebrate different cultures as part of the curriculum. Towards the end of the year we have a Celebrating Cultures event. Students perform dances and music from their countries. This is open to the whole school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have a Positive Behavior Plan developed for the school. There is a discipline committee that has helped create behavior guidelines for the school. Teachers and staff are trained on the behavior plan, all members of the staff are a part of the plan. The expectations will be taught to all students during special area classes as well as in the classrooms. To reinforce the positive behavior, Cub Cash has been developed and a school store is available for student to purchase items with the earned cash. Students are met as they enter the campus and sent to designated areas to be picked up by their teachers. Systems have been put in place for students to move on campus safely. At the end of the day procedures are in place for students to be dismissed. The primary students are escorted to their departure location.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

There is a minor infraction discipline form that is in use for all classes. There are three opportunities for students to make changes to their behavior. After the first infraction, a note is sent home. After the second infraction, a phone call is made to the parent. When a third infraction happens, the teacher gives the form to the LRS who then will come to the class to meet with the student. If a behavior plan is needed, the LRS will work with the teacher to create one. If a serious incident occurs, the administration will immediately address the situation.
The school does have the Positive Behavior Plan in place and all staff have been trained.

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 provides a positive attitude towards behavior for all students. For the students who have additional needs there are several programs provided. The LRS consistently visits students who need additional support in the classroom. The Guidance Counselor offers several different group sessions based on student needs; such as students who's parents are divorced, the loss of a family member and bullying. The school psychologist also offers counseling for students in greater need.
The support staff also participates with mentoring students to provide a positive role mode. There is a Social Worker who is on campus once a week and is available by phone to help our students and families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school identifies students whose attendance is below 90%, have one or more suspensions, have failed an ELA or Math course, or attained a level 1 on a state assessment through the FOCUS data base system used by our school district. Additionally, we identify students that fall into more than one of these categories through this system as well. Once identified, KES staff provide interventions based on the students needs. These interventions include such things as attendance contracts or incentives, MTSS tiered interventions with paraprofessionals, teachers, or instructional coaches, and behavior contracts or plans, all depending upon the individual needs of the students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	24	20	22	20	22	131
One or more suspensions	1	2	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	2	0	3
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by the early warning system will have interventions in place through either an attendance contract or interventions through MTSS or with academic coaches, depending on each child's individual needs. Tutoring opportunities are also available for students that are in the lowest quartile, identified through the STAR assessment administered quarterly.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The goal for parental involvement in Kissimmee Elementary is to increase the attendance in curriculum nights so parents have a clear understanding of the expectations at each grade level. Parents should also be involved in developing long term goals for the school based of off current and previous data.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

There is a designated staff member as the community/business liaison. This person meets with and solicits new business partners. We have several partners that have been with the school for extended time and we are continually adding new partners.
Our partners provide a variety of help and support. We have several partners that provide food for our food pantry and clothing closet. Additionally, we have a hotel that provides incentives, field trip for celebration and programs that come to the school. There are several retail stores that provide materials and incentives for students and teachers. We have several community members that come and help with the food and the school store.
We hold a Welcome Breakfast for partners and volunteers as well as a Thank you luncheon towards the end of the year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Noyes, David	Principal
DeLuca, Hilary	Assistant Principal
Langley, Barbara	Teacher, K-12
Mendez, Vivian	Instructional Coach
Miller, Amy	Instructional Coach
Moreta, Gladys	Instructional Coach
Sommers, Maryellen	Instructional Coach

Duties

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

Principal- As principal of the school he oversees all areas of the school and lead the staff in the direction that best meets the needs of the students. He and monitors the MTSS program for the school

Assistant Principal- Supports the Principal in overseeing the school and leading the staff as an academic leader.

MTSS Coach- To facilitate the MTSS process and monitor the progress of students and programs

Reading Coach- Provides support and strategies for Language Arts and Reading

LRS-Provide support for students in Tier 3 of MTSS for reading

Math/Science Coach- Provides support and strategies for teachers in the areas of Math and Science

Teacher K-12 - Works with MTSS Behavior and social skill development

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 MTSS Leadership team meets monthly to review school wide data and students receiving MTSS interventions. The first meeting the team reviewed the SIP Goals and available student data to look for school trends. Meetings to review and analyze current student data to monitor all students academic progress. The committee will then make recommendations based on the needs of individual or small instruction based on the level of intensity needs.

The MTSS Leadership committee will also look at school wide data to see if there are trends in student learning that need to be identified for Tier 1 instruction. As these trends are identified teachers will receive professional development and assistant from academic coaches.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school,the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students.The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory.It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Sanchez	Parent
David Noyes	Principal
Susan Layton	Parent
Esther Oyola	Business/Community
Jorima Rodriguez	Parent
Sandra Quinones	Parent
Loretta Green	Parent
Brittany Dunn	Parent
Hilary DeLuca	Principal
Vivian Mendez	Teacher
Barbara Langley	Teacher
Maryellen Sommers	Teacher
Amy Miller	Teacher
Maria Santiago	Teacher
Susanne Northrup	Education Support Employee
Jennifer Sanchez	Teacher
Michele Chabrol	Teacher
Heather Gonzalez	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

We reviewed the goals throughout the year and monitored student progress. The SAC met at the end of last year and reviewed the goals that were set to see if there were any changes. At that time the committee felt the goals were meeting the needs of our students. During the first meeting in September the results from testing will be discussed and changes will be made as needed.

Development of this school improvement plan

At the conclusion of the 2013-2014 school year, the SAC committee met to review school climate survey data and determine the future needs of the school. The goals were not changed until the SAT 10 data and FCAT data was disaggregated for targeted improvement.
At the beginning of this school year the SAC plan was revisited and data was shared. The final approval of the plan will come at the September meeting.

Preparation of the school's annual budget and plan

The school principal prepared the school budget

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Noyes, David	Principal
Sommers, Maryellen	Instructional Coach
Miller, Amy	Instructional Coach
DeLuca, Hilary	Assistant Principal
Moreta, Gladys	Instructional Coach
Mendez, Vivian	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

In order to address the implementation of Florida Standards, the primary focus of the LLT will be on collaborative standards based planning and instruction. Based on the most current reading achievement data, the LLT will also be targeting strategies aimed at increasing the opportunity for students to read. Examples of this include, school wide AR goals, weekly recognition for star readers, assemblies and student incentives, and increased Media Center circulation.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school held PLC's two times a month. Each grade level met each semester for a day of planning. Throughout the year

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Mr. Noyes, the principal attends any teacher recruitment opportunity. There is an ongoing effort to locate new teachers through district and university resources. The teachers are contacted about future teaching opportunities. The new teacher mentoring program runs throughout the school year and is facilitated by Barbara Langley, the MTSS Coach. There is a monthly breakfast for all teachers that are new to the staff for information and support, Chasity Young is the facilitator.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

There is a year long mentoring program for new teachers. The teachers are assigned a mentor , who has been selected based on the needs and grade level of the new teacher. There will be a monthly new teacher meeting to cover important issues, such as report cards and behavior plans. New teacher will also receive help from the academic coaches throughout the year. The Harry Wong videos will be shown and discussed in the first part of the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has created a time line with standards. Our teachers follow the district calendar. All programs that are used in addition to the district mandated curriculum are research based and follow the state standards. All materials are reviewed and approved by the principal.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is reviewed on a regular basis. When assessment results first come in the administration reviews all data. They then meet with the different grade levels and individual teachers concerning the results. If adjustments need to be made, there is a discussion about what changes should happen.
During PLC meetings each grade level will review data and make instructional adjustments as needed.
The academic coaches review school wide data and meet with teachers to support classroom instruction as needed.
The MTSS team meets and reviews the data for struggling students and make decisions about individual students needs and interventions.
As a staff the principal meets and shares the overall school progress and has a discussion about how each grade level affects the next. At this time if there is a school wide change that needs to be made is discussed to see what we can do to solve the issues.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 500

Select third, fourth and fifth grade students were invited to join the after school program based off of their previous FCAT scores and STAR data. The students are going to receive direct instruction from a qualified teacher in differentiated small groups based off of the identified needs of groups of students in the areas of Reading and Math.

Strategy Rationale

Identify the specific needs for attending students in reading and math and target the areas in need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
DeLuca, Hilary, delucah@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The students will be monitored using the STAR Enterprise program. The data will be analyzed by the classroom teacher providing instruction, as well as administration and the instructional coaches. If the students are not making progress, the data will be used in implementing alternative instructional strategies and curriculum.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students are given the FLKRS assessment to determine the readiness of each child. Cum folders are reviewed to check for additional information,

Parents are invited to Open House on the Friday before school starts and to the school wide Open House in September.

Parents and students are invitied to Kindergarten Round Up in May to register their student and meet the Kindergarten Team for the upcoming school year. During this time parents can become familiar with the school and the next years expectations..

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science.

G2.   Increase student attendance at school and timeliness to school.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science. 1a

🔑 G069169

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	65.0
ELA/Reading Gains District Assessment	57.0
Math Achievement District Assessment	61.0
Math Gains District Assessment	55.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Instructional Coaches to provide guidance and support for lessons in reading, math, and science.

- Scheduled time for data review with every teacher and administration as well as grade-level instructional planning days

- Instructional curriculum resources such as A+ Rise, Reading web, Tenmarks, and the Leveled Library

- Funding for additional remediation in the areas of reading, mathematics, and science

Targeted Barriers to Achieving the Goal 3

- Tier I Instruction in reading, mathematics, and science

Plan to Monitor Progress Toward G1. 8

Data from STAR and formative assessments will be analyzed and discussed throughout the year.

Person Responsible
David Noyes

Schedule
Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Data from STAR, formative assessments, and writing samples

G2. Increase student attendance at school and timeliness to school. 1a

Targets Supported 1b

G069170

Indicator	Annual Target
Attendance Below 90%	5.0
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal 2

- Attendance clerk to monitor student attendance and schedule and facilitate meetings

- Guidance counselor and Social worker

- Volunteers (parent and community) provide support with clothing and food

- Attendance incentives

Targeted Barriers to Achieving the Goal 3

- Parent understanding of the educational impact of poor attendance

Plan to Monitor Progress Toward G2. 8

Attendance reports, particularly for kindergarten students, will be reviewed on a monthly basis.

Person Responsible
Hilary DeLuca

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Attendance reports from the district-wide student data management system.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science. `1`

🔑 G069169

G1.B1 Tier I Instruction in reading, mathematics, and science `2`

🔑 B179851

G1.B1.S1 Teachers of reading, mathematics, and science will receive targeted professional development in deconstructing standards, developing and using formative assessments, and differentiated instruction strategies. `4`

🔑 S191144

Strategy Rationale

These professional development opportunities provide teachers with the needed tools and skills to differentiate instruction within the classroom and provide rigorous learning opportunities.

Action Step 1 `5`

The reading coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.

Person Responsible

Maryellen Sommers

Schedule

Monthly, from 8/31/2015 to 3/4/2016

Evidence of Completion

Workshop agenda, attendance, relevant presentation materials (if applicable).

Action Step 2 `5`

The math/science coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.

Person Responsible

Amy Miller

Schedule

Monthly, from 8/31/2015 to 3/4/2016

Evidence of Completion

Workshop agenda, attendance, relevant presentation materials (if applicable).

Action Step 3 `5`

The MTSS coach and reading interventionist will train teachers on the MTSS process and differentiated instruction within the levels of MTSS.

Person Responsible

Gladys Moreta

Schedule

Monthly, from 8/31/2015 to 3/4/2016

Evidence of Completion

Workshop agenda, attendance, relevant presentation materials (if applicable).

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

School administration will review lesson plans for completion and evidence of the instructional strategies provided.

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School administration and coaches will observe classroom instruction.

Person Responsible

David Noyes

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom observation data through the school district's adopted evaluation tool and feedback notes from instructional coaches.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Prescheduled data chats will be held with teachers to review and discuss current classroom data, as well as individual instructional needs.

Person Responsible

David Noyes

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Available data from STAR Early Literacy, STAR Reading, STAR Math (including proficiency and growth), formative assessment data, writing samples.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

District staff observe and provide feedback from prescheduled observations of classrooms.

Person Responsible

Hilary DeLuca

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Meeting agendas, notes (as applicable), and data from school-wide walk-through of classrooms.

G2. Increase student attendance at school and timeliness to school. [1]

G069170

G2.B1 Parent understanding of the educational impact of poor attendance [2]

B179853

G2.B1.S1 Upon registration, kindergarten parents will receive information about the importance of attendance, how to teach hygiene, and the district policies and procedures for absence. [4]

S191147

Strategy Rationale

Our highest rate of absences occurred in our kindergarten grade level, which is a trend that occurs each year.

Action Step 1 [5]

Parent informational brochure regarding attendance, hygiene, and policies/procedures developed and copied for distribution.

Person Responsible

Hilary DeLuca

Schedule

On 8/7/2015

Evidence of Completion

Pamphlet/brochure

Action Step 2 [5]

During registrations of kindergarten students, the registrar will review attendance information on the brochure with parents. The brochure will be included in our welcome packet.

Person Responsible

Hilary DeLuca

Schedule

On 6/30/2016

Evidence of Completion

Welcome packet

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance of kindergarten students will be monitored by administration.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Attendance reports from FOCUS.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student attendance will be monitored on a monthly basis.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Attendance reports from FOCUS.

G2.B1.S2 Attendance meetings with parents will be held for students with more than five absences in order to develop a plan. `4`

🔑 S191148

Strategy Rationale

Meeting with parents to discuss concerns and develop a plan to promote attendance will increase student attendance

Action Step 1 `5`

Meetings will be scheduled and held for students absent more than five days.

Person Responsible

Hilary DeLuca

Schedule

On 6/10/2016

Evidence of Completion

The attendance clerk will use information from the district database to determine the students needing meetings and contact them for meetings.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administration will monitor the attendance meeting schedule.

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Attendance reports from the district-wide student database system.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will review student attendance data.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Attendance reports from the district-wide student data management system.

G2.B1.S3 Students fitting into two or more EWS categories will be assigned a staff mentor. `4`

🔑 S191149

Strategy Rationale

More frequent and closer monitoring of students will result in increased attendance.

Action Step 1 `5`

A list of students that fit into to at least two EWS categories will be compiled.

Person Responsible

Hilary DeLuca

Schedule

On 8/7/2015

Evidence of Completion

EWS report from the district-wide student data management system.

Action Step 2 `5`

Students will be assigned to a mentor from the school leadership team.

Person Responsible

Hilary DeLuca

Schedule

On 8/14/2015

Evidence of Completion

EWS report from the district-wide student data management system.

Action Step 3 5

Members of the leadership team will meet with targeted students to mentor with academic or social needs.

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets for students, meeting notes (if available).

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Students mentored will be discussed at weekly leadership meetings to determine if additional support and/or services are needed.

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student data: attendance, STAR reports, report cards, discipline

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Student data will be reviewed at weekly leadership meetings.

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Report cards, attendance reports, STAR Reports, discipline data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The reading coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.	Sommers, Maryellen	8/31/2015	Workshop agenda, attendance, relevant presentation materials (if applicable).	3/4/2016 monthly
G2.B1.S1.A1	Parent informational brochure regarding attendance, hygiene, and policies/procedures developed and copied for distribution.	DeLuca, Hilary	8/3/2015	Pamphlet/brochure	8/7/2015 one-time
G2.B1.S2.A1	Meetings will be scheduled and held for students absent more than five days.	DeLuca, Hilary	8/24/2015	The attendance clerk will use information from the district database to determine the students needing meetings and contact them for meetings.	6/10/2016 one-time
G2.B1.S3.A1	A list of students that fit into to at least two EWS categories will be compiled.	DeLuca, Hilary	8/3/2015	EWS report from the district-wide student data management system.	8/7/2015 one-time
G1.B1.S1.A2	The math/science coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.	Miller, Amy	8/31/2015	Workshop agenda, attendance, relevant presentation materials (if applicable).	3/4/2016 monthly
G2.B1.S1.A2	During registrations of kindergarten students, the registrar will review attendance information on the brochure with parents. The brochure will be included in our welcome packet.	DeLuca, Hilary	8/3/2015	Welcome packet	6/30/2016 one-time
G2.B1.S3.A2	Students will be assigned to a mentor from the school leadership team.	DeLuca, Hilary	8/10/2015	EWS report from the district-wide student data management system.	8/14/2015 one-time
G1.B1.S1.A3	The MTSS coach and reading interventionist will train teachers on the MTSS process and differentiated instruction within the levels of MTSS.	Moreta, Gladys	8/31/2015	Workshop agenda, attendance, relevant presentation materials (if applicable).	3/4/2016 monthly
G2.B1.S3.A3	Members of the leadership team will meet with targeted students to mentor with academic or social needs.	DeLuca, Hilary	8/24/2015	Sign-in sheets for students, meeting notes (if available).	6/10/2016 weekly
G1.MA1	Data from STAR and formative assessments will be analyzed and discussed throughout the year.	Noyes, David	8/24/2015	Data from STAR, formative assessments, and writing samples	6/3/2016 quarterly
G1.B1.S1.MA1	Prescheduled data chats will be held with teachers to review and discuss current classroom data, as well as individual instructional needs.	Noyes, David	8/24/2015	Available data from STAR Early Literacy, STAR Reading, STAR Math (including proficiency and growth), formative assessment data, writing samples.	6/10/2016 quarterly
G1.B1.S1.MA4	District staff observe and provide feedback from prescheduled observations of classrooms.	DeLuca, Hilary	8/24/2015	Meeting agendas, notes (as applicable), and data from school-wide walk-through of classrooms.	6/10/2016 quarterly
G1.B1.S1.MA1	School administration will review lesson plans for completion and evidence of the instructional strategies provided.	DeLuca, Hilary	8/24/2015	Lesson plans	6/3/2016 weekly
G1.B1.S1.MA2	School administration and coaches will observe classroom instruction.	Noyes, David	8/24/2015	Classroom observation data through the school district's adopted evaluation tool and feedback notes from instructional coaches.	6/10/2016 weekly
G2.MA1	Attendance reports, particularly for kindergarten students, will be reviewed on a monthly basis.	DeLuca, Hilary	8/24/2015	Attendance reports from the district-wide student data management system.	6/10/2016 monthly
G2.B1.S1.MA1	Student attendance will be monitored on a monthly basis.	DeLuca, Hilary	8/24/2015	Attendance reports from FOCUS.	6/10/2016 monthly
G2.B1.S1.MA1	Attendance of kindergarten students will be monitored by administration.	DeLuca, Hilary	8/24/2015	Attendance reports from FOCUS.	6/10/2016 monthly
G2.B1.S2.MA1	Administration will review student attendance data.	DeLuca, Hilary	8/24/2015	Attendance reports from the district-wide student data management system.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Administration will monitor the attendance meeting schedule.	DeLuca, Hilary	8/24/2015	Attendance reports from the district-wide student database system.	6/10/2016 weekly
G2.B1.S3.MA1	Student data will be reviewed at weekly leadership meetings.	DeLuca, Hilary	8/24/2015	Report cards, attendance reports, STAR Reports, discipline data	6/10/2016 weekly
G2.B1.S3.MA1	Students mentored will be discussed at weekly leadership meetings to determine if additional support and/or services are needed.	DeLuca, Hilary	8/24/2015	Student data: attendance, STAR reports, report cards, discipline	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science.

G1.B1 Tier I Instruction in reading, mathematics, and science

G1.B1.S1 Teachers of reading, mathematics, and science will receive targeted professional development in deconstructing standards, developing and using formative assessments, and differentiated instruction strategies.

PD Opportunity 1

The reading coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.

Facilitator

Maryellen Sommers

Participants

ELA Teachers

Schedule

Monthly, from 8/31/2015 to 3/4/2016

PD Opportunity 2

The math/science coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.

Facilitator

Amy Miller

Participants

Math and Science Teachers

Schedule

Monthly, from 8/31/2015 to 3/4/2016

PD Opportunity 3

The MTSS coach and reading interventionist will train teachers on the MTSS process and differentiated instruction within the levels of MTSS.

Facilitator

Vivian Mendez

Participants

All instructional staff

Schedule

Monthly, from 8/31/2015 to 3/4/2016

Budget

Budget Data

1	G1.B1.S1.A1	The reading coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0042 - Kissimmee Elementary School			$1,000.00
			Notes: Reading Coach Salary			
2	G1.B1.S1.A2	The math/science coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0042 - Kissimmee Elementary School	Title I Part A		$1,000.00
			Notes: Math/Science Coach salary			
3	G1.B1.S1.A3	The MTSS coach and reading interventionist will train teachers on the MTSS process and differentiated instruction within the levels of MTSS.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0042 - Kissimmee Elementary School	Title I Part A		$2,000.00
			Notes: MTSS Coach, Reading Interventionist Salary			
4	G2.B1.S1.A1	Parent informational brochure regarding attendance, hygiene, and policies/procedures developed and copied for distribution.				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0042 - Kissimmee Elementary School	General Fund		$100.00
			Notes: copies			
5	G2.B1.S1.A2	During registrations of kindergarten students, the registrar will review attendance information on the brochure with parents. The brochure will be included in our welcome packet.				**$100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0042 - Kissimmee Elementary School	General Fund		$100.00
			Notes: Copies for the families			
6	G2.B1.S2.A1	Meetings will be scheduled and held for students absent more than five days.				**$25,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100		0042 - Kissimmee Elementary School	General Fund		$25,000.00
			Notes: Designated clerk for attendance.			
7	G2.B1.S3.A1	A list of students that fit into to at least two EWS categories will be compiled.				**$0.00**
8	G2.B1.S3.A2	Students will be assigned to a mentor from the school leadership team.				**$0.00**
9	G2.B1.S3.A3	Members of the leadership team will meet with targeted students to mentor with academic or social needs.				**$0.00**
					Total:	**$29,200.00**