

School District of Osceola County, FL

# Koa Elementary School



2015-16 School Improvement Plan

## Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

[www.osceola.k12.fl.us](http://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	72%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

### School Grades History

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

*\*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>.

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## 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Koa Elementary School is committed to empower our students to be successful global learners who will achieve academically, socially, and physically.

##### **Provide the school's vision statement**

Koa Elementary School vision is a learning community where all children can academically climb.

#### School Environment

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

During initial student enrollment, school-wide activities and parent/teacher meetings are held at the school. Administration, teachers and support staff work together with families to build positive relationships with all parents. Literacy nights, math and science nights, music and art programs, heritage cultural nights and classroom units of study highlight different cultures throughout the school year. Students are screened for ESOL services upon arrival at our school and provided the required accommodations needed to be successful in the learning environment.

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

All students in Pr-K through 5th grade are taught arrival and dismissal procedures. Each student is provided a book bag tag with their name, teacher and how they get home from school. All school areas are supervised from 7:30 until 3:30. Classroom teachers and the school guidance counselor delivers character education lessons in safety and respect. Additional resources include our school safety patrol and school resource officer. Students are also provided the opportunity to attend after school hours programs including 21st Century SPIRIT and extended day which allows students with working parents to continue their school day in a safe learning environment.

##### **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**

Koa Elementary School has a school wide behavioral system and individual classroom behavior systems which reinforce students for good choices. Our school "Shine Your Light" professional learning community meets monthly to fine tune our school wide behavior program which includes taking responsibility, focusing on actions, doing their personal best, always showing respect and believing they can do it. Each student in grades K-5 were given a necklace and name tag at the beginning of the school year. Students will be given the opportunity to earn charms to add to their necklace throughout the year based on their individual behavior or academic success.. Discipline procedures are outlined in the district student code of conduct and are provided to all students/parents at the beginning of the school year. School procedures and expectations are also outline in each student's planner as a school handbook.



**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 school guidance counselor meets with whole classes, small groups and individuals to provide counseling. Teachers, parents and school support staff may request services for students in need. Our school guidance counselor also refers students to work with outside agencies in areas of grief counseling, empathy, respect, bullying, peer pressure, problem solving and anger management. Students are given the opportunity to work with Bookmark Buddies, our school resource officer, business partners and school staff as mentors.

**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**

Overall school attendance 2014-2015 = 94%  
Overall school suspensions = 38  
Students below proficiency in Reading = 37% (STAR)  
Students below proficiency in Math = 54% (STAR)  
Overall school attendance 2013-2014 = 94%  
Overall school suspensions = 41  
Students below proficiency in Reading = 55%  
Students below proficiency in Math = 56%

**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	30	29	21	12	14	10	116
One or more suspensions	0	1	11	3	4	19	38
Course failure in ELA or Math	0	0	0	12	29	48	89
Level 1 on statewide assessment	0	0	0	34	0	0	34

*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**

As a school, attendance is reviewed on a weekly basis to determine grade levels/students with concerns. Parents are called by the school when their child is absent. After five days of absence, a letter is sent home as a warning indicator of missed school. After ten days, a district attendance officer contacts parents to discuss attendance concerns and develop an attendance contract. Students are rewarded for perfect attendance through celebrations and charms. Progress discipline is followed at all grade levels. Suspension is only used when all other options are exhausted.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190960>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

**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
Scott, Virginia	Principal
Godin, Timi	Assistant Principal
Garcia, Judith	Instructional Coach
Nedd, Tracy	Instructional Coach
Rameriz, Sandra	Other

## Duties

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

Koa Elementary School Leadership Team meets weekly to analyze data, discuss instructional planning and assessment. The team includes principal, assistant principal, reading coach, math/science coach and MTSS teacher. We also meet with the school guidance counselor, exceptional education teachers, parent liaison, media specialist, school nurse and school psychologist to discuss individual student needs. At each meeting, all decisions are based on the school mission and vision for our students. Early warning signs such as attendance, discipline, grades and assessment results are reviewed before decisions are made as a team.

### ***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***

All the students in the school are assessed through several common assessments in reading and in math. The data is collected and analyzed to identify students in need of support that appear on numerous reports. Students that need support are observed and given Leveled Literacy Intervention for reading along with running records for continuous assessment. Students in need of math intervention use Moby Math which includes continuous progress monitoring.

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
Virginia Scott	Principal
Tracy Nedd	Teacher
Judith Garcia	Teacher
Carmen Ramos	Parent
Kathe Weisheyer	Parent
Sandra Rameriz	Parent
Anna Meza	Parent

#### 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*

During the monthly SAC meetings, progress was shared with our SAC committee members on our two school improvement goals of increasing student attendance from 93% to 95% and increasing standards based instruction in reading, math and science in grades K-5. Throughout the school year of 2014-2015, monthly attendance rates were discussed, student incentives for perfect attendance and school strategies used to address student tardies and absences. Progress monitoring of student achievement was also discussed in reading, math and science. SAC committee suggestions were considered and implemented throughout the school year.

##### *Development of this school improvement plan*

Problem solving, resources and barriers were developed at our teacher pre planning meetings. This information is review by our school leadership team and shared with our School Advisory board. Stakeholders review the previous years data, goals and school trends. Areas of enrichment and remediation are discussed and our targeted areas are identified and discussed throughout the school year. Parent input is requested through school surveys, SAC and PTO meetings. Meeting agendas and SAC notes are reviewed during the writing of this plan.

##### *Preparation of the school's annual budget and plan*

School discretionary funds and SAC balances are reviewed with the SAC committee. According to meeting notes, SAC funds will be used directly for student enrichment and incentives pertaining to school improvement goals. Funds will be spent to benefit as many students as possible in grades K-5.

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

At the current time, Koa Elementary School Advisory Council has a balance of less than \$100.. No additional funds are allotted at this time. Student incentives and enrichment activities are planned throughout the school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

## Membership:

Name	Title
Scott, Virginia	Principal
Godin, Timi	Assistant Principal
Garcia, Judith	Instructional Coach
Klinger, Corie	Instructional Media
Rameriz, Sandra	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

Koa Elementary Literacy Committee will promote literacy using the following plan: professional development based on teacher feedback and interest, develop a school-wide literacy committee with representation from each grade level, focus on reading classroom procedures using the Daily Five and CAFE strategies and develop a school-wide reading plan targeting individual grade level needs as the result of last years student assessments.

## 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**

All teachers in grades K-5 have common planning time in their daily schedule. Grade level teams meeting weekly to plan units of student in reading, math, writing and science. Each teacher works closely with the reading, math, science and MTSS staff to provide standards based driven instruction and assessments for all students. Resources are shared and long range goals are established for each grade level. Progress monitoring is reviewed and student progress is celebrated during "data wall" meetings. Staff also meets once per month to celebrate successes, collaborate and network with all grade levels.

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

Administration works closely with district support to obtain and retain the most qualified teachers. At Koa Elementary a working relationship is established between the school and teacher educational programs at the university level. Through our school teacher mentoring program, positive relationships are made with veteran teachers at Koa Elementary School. New teachers are supportive with resources and instructional strategies mentor teachers, instructional coaches and the administrative leadership team. This school year, 3 new teachers were hired in grades K,2 and 4.

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

Beginning Teachers are assigned a veteran teacher within their same grade level and/or content area to serve as a mentor for their first year at Koa. All grade level teachers have common planning time to assist with the mentoring process and provide time built into each day for collaboration. Our "Joey's new teacher mentor/mentee" program provides monthly opportunities for mentors/mentees to meet with the leadership team. School procedures are reviewed, questions answered, resources are discussed and support is provided to each new teacher. .

## 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***

Through weekly professional learning communities, each grade level meets at least once per week to review the Florida Standards and plan common instruction and assessments. Our school instructional coaches work weekly with each grade level to analyze, progress monitor and plan instruction for all students. Administration conduct classroom walk-throughs and lesson plans are reviewed. Model teachers give permission to have their lessons video taped and shared with other teachers. All instruction is standards based and aligned with Florida standards.

### 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***

Each student's currently baseline data is evaluated by the teachers to determine differentiated instruction at all grade levels. Students who need additional remediation are provided small or individual instruction based on their MTSS tier and need in the classroom. ESOL and ESE students are provided additional support in the classroom according to their individual IEP or appropriate ESOL accommodations. Daily classroom grades, assessments, district assessment and teacher recommendations are used to determine the need for additional before or after school extended learning.

***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:** Extended School Day

**Minutes added to school year:** 15,780

Literacy & Math Interventions will target ESOL, ESE, and the lowest 30% of students in grades 3-5. Teachers will use Guided Reading strategies and differentiated small group instruction to offer students opportunities to grow in Reading from independent levels currently and working towards grade level mastery.

Teachers will use Moby Max to close gaps in benchmark mastery in Math. In the fall, 1st and 2nd grade in the lowest quartile are targeted in reading through ELO+ funds.

***Strategy Rationale***

A continued remediation focus is needed in grades 3-5 in the areas of reading and math.

Students scoring in the lowest 30%, identified as Tier II or Tier III intervention and/or recommended by the classroom teacher need additional small group instruction to assist students to increase learning achievement.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Godin, Timi, godint@osceola.k12.fl.us

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

Teachers will progress monitor student learning gains by using Test Prep Assessments, Running Records, STAR scale scores, and Treasures Benchmark Assessments for Reading. Teachers will use Moby Max data to monitor student growth in Math. All data will be shared with the Literacy Coach, Math Coach, classroom teacher, and MTSS Coach to determine overall effectiveness of the interventions and to monitor student proficiency in Reading & Math.



**Strategy: Weekend Program**

**Minutes added to school year: 180**

All 4th grade students will be invited to participate in a Language Arts boot-camp to take place on 2 Saturdays. The camp will focus on process writing strategies and skills to achieve higher scores on FCAT Writes. Teachers will use PDA Core Connections materials provided by the district consultants to increase student proficiency with Writing.

**Strategy Rationale**

The strategy is to increase student writing scores and assist students in becoming a better writer.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Garcia, Judith, garciaj@osceola.k12.fl.us

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

Student demand write essay scores will be tracked to show student progression according to the state mandated rubric for 4th grade FCAT Writes. Osceola Writes scores will also be tracked to measure improvement with Expository & Narrative writing.

**Strategy: Before School Program**

**Minutes added to school year: 600**

Math & Science enrichment will target the top 50 students in grade 5 scoring above grade level on STAR Math and the district Science benchmark assessment. Teachers will focus on STEM hands-on activities and AIMS units of study to enrich student content knowledge in Math & Science.

**Strategy Rationale**

The strategy rationale is to increase academic achievement of the top scoring students. in science. Enrichment hands on activities will be provided to the students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Nedd, Tracy , neddt@osceola.k12.fl.us

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

Teachers will monitor student achievement by using district Progress Monitor Assessments in Science and STAR Math Progress Monitors.



**Strategy: Weekend Program**

**Minutes added to school year: 360**

All 4th grade students will be invited to participate in a Saturday Writing boot-camp to increase student achievement in Expository and Narrative process writing. PDA Core Connections materials will be used to increase student proficiency in process Writing in preparation for FCAT Writes.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

Classroom Writing teachers in 4th grade will collect data from Osceola Writes Expository and Narrative assessments and weekly demand writes to monitor student progress as measured with the state mandated 6 point rubric scale. Student progress will be charted and reviewed in Writing meetings with LRS.

**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**

Koa Elementary School currently offers a full day Pre-K Exceptional Student Education program and Voluntary pre-school full day program. Students classrooms are housed in the primary area of our school. Teachers and students interact with primary staff on a daily basis. Opportunities are provided for students to observe kindergarten classrooms and participate in school wide lunch and breakfast. Professional development opportunities are available to all Pre-K ESE and VPK staff.

**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:

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### 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.

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## 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 student attendance from 94% to 95%.
- G2.** Increase standards based instruction and alignment to the FL State Standards in Reading & Math in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

## 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 student attendance from 94% to 95%. 1a**

G069185

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	95.0

**Resources Available to Support the Goal 2**

- Working closely with an attendance officer, parent meetings, parent workshops of the important of attending school. Medical resources on school campus to address vision, dental, flu mist and counseling needs of students, Data analysis of attendance trends for the last 2 years, Individual student attendance tracking, attendance officer weekly to meet with parents concerning attendance/tardiness.

**Targeted Barriers to Achieving the Goal 3**

- Morning tardiness and early check of students. Lack of parental understanding of the importance of their child's attendance and how it connects to student achievement.

**Plan to Monitor Progress Toward G1. 8**

Teacher chats and emails concerning student attendance. Teacher makes phone calls to parents. Monitor student attendance, conference with parents and district attendance officer concerning attendance

**Person Responsible**

Virginia Scott

**Schedule**

Weekly, from 9/1/2015 to 6/9/2016

**Evidence of Completion**

FOCUS report on student attendance, teacher emails concerning attendance.

**G2.** Increase standards based instruction and alignment to the FL State Standards in Reading & Math in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

1a

 G069186

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

**Resources Available to Support the Goal** 2

- Resources include teacher and staff professional development, curriculum based instruction resources, reading and math coaches modeling lessons, common planning for teacher PLC's,

**Targeted Barriers to Achieving the Goal** 3

- School mobility rate of students moving in and out, Lack of understanding of new FL State Standards.

**Plan to Monitor Progress Toward G2.** 8

Unit review tests, STAR growth on progress monitor dates

**Person Responsible**

Virginia Scott

**Schedule**

Quarterly, from 9/1/2015 to 6/9/2016

**Evidence of Completion**

Unit review tests and STAR Reading & Math growth reports

## 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 student attendance from 94% to 95%. **1**

 **G069185**

**G1.B1** Morning tardiness and early check of students. Lack of parental understanding of the importance of their child's attendance and how it connects to student achievement. **2**

 **B179921**

**G1.B1.S1** Provide student incentives for perfect attendance monthly, quarterly and yearly. **4**

 **S191206**

### Strategy Rationale

To increase student motivation to attend school regularly and be successful.

### Action Step 1 **5**

Student incentives for perfect attendance.

#### Person Responsible

Virginia Scott

#### Schedule

Quarterly, from 9/1/2015 to 6/9/2016

#### Evidence of Completion

Student attendance reports from FOCUS, teacher input and parent notes

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

Meet bi weekly with the district attendance officer. Review student attendance reports weekly. Emails to administration and guidance concerning student attendance.

**Person Responsible**

Virginia Scott

**Schedule**

Weekly, from 9/1/2015 to 6/9/2016

***Evidence of Completion***

Students missing more than 18 days per year (4 days per quarter) will be monitored closely, parent attendance meetings scheduled and an attendance contract developed for excessive student absences.

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

Attendance monitoring through FOCUS student reports.

**Person Responsible**

Virginia Scott


**Schedule**

Weekly, from 9/1/2015 to 6/9/2016

***Evidence of Completion***

FOCUS attendance reports, students generated weekly.

**G1.B1.S2** Provide parental involvement events to promote a better understanding of the importance of attendance and how it links to school success. 4

 S191207

### Strategy Rationale

When parents are educated about the importance of attendance, they will prioritize school attendance and take a more active role in their child's education.

### Action Step 1 5

Provide monthly parent events to promote educating parents on the importance of attendance and the connection to student achievement.

#### Person Responsible

Sandra Rameriz

#### Schedule

Monthly, from 9/1/2015 to 9/29/2016

#### Evidence of Completion

Sign-in sheets, agenda of meetings, minutes of meetings, parent surveys

### Action Step 2 5

Provide quarterly news letters and include attendance school updates and the importance of being at school each day..

#### Person Responsible

#### Schedule

Monthly, from 9/1/2015 to 6/9/2016

#### Evidence of Completion

Quarterly parent newsletters



### Action Step 3 5

Provide parents with 5 day attendance letters and daily out dials when a student is absent

**Person Responsible**

**Schedule**

Monthly, from 9/1/2015 to 6/9/2016

***Evidence of Completion***

Samples of 5 day letters

### Action Step 4 5

Parent attendance meetings with administration and attendance officer

**Person Responsible**

Timi Godin

**Schedule**

Weekly, from 9/1/2015 to 6/9/2016

***Evidence of Completion***

Letters to parents and meeting notes

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review parent attendance, surveys, and attendance contract meetings

**Person Responsible**

Virginia Scott

**Schedule**

Monthly, from 9/19/2014 to 6/4/2015

***Evidence of Completion***

Parent event agenda, attendance sheets, and surveys

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Monthly leadership meetings to monitor attendance issues

**Person Responsible**

Timi Godin


**Schedule**

Monthly, from 9/2/2014 to 6/4/2015


**Evidence of Completion**

FOCUS attendance reports, attendance letters & contracts


**G2.** Increase standards based instruction and alignment to the FL State Standards in Reading & Math in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments. 1

 G069186

**G2.B1** School mobility rate of students moving in and out, Lack of understanding of new FL State Standards. 2

 B179922

**G2.B1.S1** Provide professional development connected to new FL State Standards & curriculum for all staff. 4

 S191208

**Strategy Rationale**

Through professional development, teachers will increase content knowledge of the new FL State Standards.

**Action Step 1** 5

Provide professional development during common planning and early release Wednesdays.

**Person Responsible**

Tracy Nedd

**Schedule**

Weekly, from 9/1/2015 to 6/9/2016

**Evidence of Completion**

PLC Goals,agenda, minutes, and attendance sheets

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

Administration will approve agendas and attend grade level meetings.

### Person Responsible

Timi Godin

### Schedule

Weekly, from 9/1/2015 to 6/9/2016

### Evidence of Completion

Collection of agendas, minutes, and attendance of PLC's

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

Implementation of activities aligned to new FL State Standards.

### Person Responsible

Virginia Scott

### Schedule

Monthly, from 9/1/2015 to 6/9/2016

### Evidence of Completion

Evidence of common teacher planning and lesson plan templates, classroom walk-through documentation

## 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	Student incentives for perfect attendance.	Scott, Virginia	9/1/2015	Student attendance reports from FOCUS, teacher input and parent notes	6/9/2016 quarterly
G1.B1.S2.A1	Provide monthly parent events to promote educating parents on the importance of attendance and the connection to student achievement.	Rameriz, Sandra	9/1/2015	Sign-in sheets, agenda of meetings, minutes of meetings, parent surveys	9/29/2016 monthly
G2.B1.S1.A1	Provide professional development during common planning and early release Wednesdays.	Nedd, Tracy	9/1/2015	PLC Goals,agenda, minutes, and attendance sheets	6/9/2016 weekly
G1.B1.S2.A2	Provide quarterly news letters and include attendance school updates and the importance of being at school each day..		9/1/2015	Quarterly parent newsletters	6/9/2016 monthly

**Osceola - 0300 - Koa Elementary School - 2015-16 SIP**  
*Koa Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3	Provide parents with 5 day attendance letters and daily out dials when a student is absent		9/1/2015	Samples of 5 day letters	6/9/2016 monthly
G1.B1.S2.A4	Parent attendance meetings with administration and attendance officer	Godin, Timi	9/1/2015	Letters to parents and meeting notes	6/9/2016 weekly
G1.MA1	Teacher chats and emails concerning student attendance. Teacher makes phone calls to parents. Monitor student attendance, conference with parents and district attendance officer concerning attendance	Scott, Virginia	9/1/2015	FOCUS report on student attendance, teacher emails concerning attendance.	6/9/2016 weekly
G1.B1.S1.MA1	Attendance monitoring through FOCUS student reports.	Scott, Virginia	9/1/2015	FOCUS attendance reports, students generated weekly.	6/9/2016 weekly
G1.B1.S1.MA1	Meet bi weekly with the district attendance officer. Review student attendance reports weekly. Emails to administration and guidance concerning student attendance.	Scott, Virginia	9/1/2015	Students missing more than 18 days per year (4 days per quarter) will be monitored closely, parent attendance meetings scheduled and an attendance contract developed for excessive student absences.	6/9/2016 weekly
G1.B1.S2.MA1	Monthly leadership meetings to monitor attendance issues	Godin, Timi	9/2/2014	FOCUS attendance reports, attendance letters & contracts	6/4/2015 monthly
G1.B1.S2.MA1	Review parent attendance, surveys, and attendance contract meetings	Scott, Virginia	9/19/2014	Parent event agenda, attendance sheets, and surveys	6/4/2015 monthly
G2.MA1	Unit review tests, STAR growth on progress monitor dates	Scott, Virginia	9/1/2015	Unit review tests and STAR Reading & Math growth reports	6/9/2016 quarterly
G2.B1.S1.MA1	Implementation of activities aligned to new FL State Standards.	Scott, Virginia	9/1/2015	Evidence of common teacher planning and lesson plan templates, classroom walk-through documentation	6/9/2016 monthly
G2.B1.S1.MA1	Administration will approve agendas and attend grade level meetings.	Godin, Timi	9/1/2015	Collection of agendas, minutes, and attendance of PLC's	6/9/2016 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 student attendance from 94% to 95%.

**G1.B1** Morning tardiness and early check of students. Lack of parental understanding of the importance of their child's attendance and how it connects to student achievement.

**G1.B1.S2** Provide parental involvement events to promote a better understanding of the importance of attendance and how it links to school success.

#### **PD Opportunity 1**

Provide monthly parent events to promote educating parents on the importance of attendance and the connection to student achievement.

##### **Facilitator**

Parent liaison, instructional coaches, admin

##### **Participants**

Parents/Guardians

##### **Schedule**

Monthly, from 9/1/2015 to 9/29/2016

#### **PD Opportunity 2**

Provide quarterly news letters and include attendance school updates and the importance of being at school each day..

##### **Facilitator**

Virginia Scott (scottv@osceola.k12.fl.us)

##### **Participants**

Parents and guardians

##### **Schedule**

Monthly, from 9/1/2015 to 6/9/2016

### **PD Opportunity 3**

Provide parents with 5 day attendance letters and daily out dials when a student is absent

#### **Facilitator**

Virginia Scott

#### **Participants**

students and parents who have missed more than five days of school.

#### **Schedule**

Monthly, from 9/1/2015 to 6/9/2016

### **PD Opportunity 4**

Parent attendance meetings with administration and attendance officer

#### **Facilitator**

Virginia Scott

#### **Participants**

Parents of students with more than five unexcused day of missing school

#### **Schedule**

Weekly, from 9/1/2015 to 6/9/2016

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*