Kathleen Elementary School

2015-16 School Improvement Plan

Kathleen Elementary School

3515 SHERETZ RD, Lakeland, FL 33810

http://schools.polk-fl.net/kathleenel

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

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

*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 Polk 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

The purpose of our school is to prepare students for middle school (high school, college, and to excel in a global economy). Our mission is "Learning for all, whatever it takes!"
We believe we can achieve our goal of engaging students in rigorous, data-driven instruction at all grade levels where every student is performing on grade level and at least 90%+ of our students make learning gains each year.
All of the programs we offer support this goal.
We believe our purpose is to ensure that all children build a strong academic foundation, develop the desire to learn, and grow in self-confidence and compassion through a challenging curriculum which nurtures each student's abilities and aspirations in partnership with parents and family. We promote self-discipline and active learning with application of skills taught to real-world situations. Our highly qualified teachers are focused on making sure every child is learning, every day, every minute!

Provide the school's vision statement

Cougars are dedicated to excellence in teaching, learning, and technology!
I am...
Cooperative
On task
United
Goal driven
Accountable
Respectful
Successful

School Environment

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

The classroom teachers administer "getting to know you" activities with the students in order to obtain cultural information and build relationships. Student academic performances are held to allow students the opportunity to learn about the cultures of their peers. These assemblies build relationships and create a sense of pride among the students. The school's reading and health curriculum contains passages dealing with relationship building toward cultures around the world. The school's morning television show teaches cultural norms through the use of the phrase of the day. Cross curricular articulation meetings are used by teachers to plan additional cultural and relationship building events.

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

Students are encouraged to treat each other with respect and courtesy through social skills lessons and no bullying lessons taught by the classroom teachers. Students practice the school expectations at assemblies and throughout the school day. The Too Good for Violence, violence prevention/ character education curriculum is taught to all grade levels by the school counselor. Also, those students struggling with the school expectations are paired with an adult buddy to enforce positive behavior at the beginning and ending of each day. Students are taught and rewarded for

demonstrating the following school expectations: Take care of yourself, Take care of others, and Take care of our school. Rewards for following the school expectations consist of : daily blue drops used in a school-wide drawing, red tickets used to earn monthly positive incentive activities, and classroom rewards such as treasure box and or Friday preferred activity time. Communicating through the school's website and student agendas, every family is provided with information on how to keep the children safe from bullying.

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

At Kathleen Elementary School we are a model school for the implementation of the Positive Behavioral Support (PBS) system. The school expectations of *take care of yourself, *take care of others and *take care of our school, are taught to all students throughout the school year. Students also receive detailed instruction on the rules and skills needed to accomplish these expectations. This system is explained, along with what the discipline process, to students and staff starting the first week of school. Every classroom teacher instructs the students on how to monitor their good choices, using a 7 level scale throughout the day. The teachers reward students with praise, treasure boxes, preferred choice activities, red tickets, blue drops, and positive telephone calls to parents. The monthly PBS reward events include: game days, ice cream socials, crafts, and refreshments.

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

Kathleen Elementary ensures the social-emotional needs of all students are met through teacher referrals to the school counselor and school psychologist. These professionals counsel with students in need of support outside the classroom setting. In addition, the school counselor, teaches the Too Good for Violence curriculum in all classrooms. Students in need of additional support are enrolled in the Behavior Education Program (BEP). The BEP connects students with an adult mentor to meet twice a day to review behavior needs and progress. Teachers that identify students with social-emotional needs refer the students to the school's problem solving team. The team works with the teacher in securing the resources needed to support these students. The school nurse and social worker are available to consult with the team as needed.

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 principal receives monthly reports which are reviewed with the social worker.
Absent 10% or more of the days enrolled (using truancy absence def.)
State ELA and math risk
Lowest ELA and math grade
Total number of ISS/OSS days is greater than 3

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
	1	2	3	4	5	
Attendance below 90 percent	8	11	10	14	3	46
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	1	0	0	2	0	3
Level 1 on statewide assessment	0	0	0	1	12	13

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
	1	
Students exhibiting two or more indicators	1	1

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

Intervention strategies include parent communication with the school social worker to discuss strategies on how to improve student attendance. Based on academic performance, instruction is differentiated to give students additional support in iii groups. Students are also selected for tutoring after school and throughout the day. Tier 2 and 3 interventions are provided for students.

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/181131.

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

The School Advisory council helps bridge between home, school and community by exchanging ideas about how to spend funds to educate parents. Businesses contribute by donating refreshments for parent involvement events and other items such as bicycles for students with perfect attendance. Members of the community and city officials come to a read aloud event annually. During field day, businesses provide activities and supplies for students. These extra-curricular activities get students excited about reading and other academic areas, increasing achievement.
The PIP Document will be complete and ready to upload by November.

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
TATOM, LANA	Principal
Upton, Tracie	Instructional Coach
Pollock, Thomas	Guidance Counselor
Howell, Renee	Instructional Coach
Feacher, Kenyetta	Assistant Principal
Fike, Jennifer	Teacher, K-12
Smith, Sarah	Teacher, K-12
Fortner, Nicole	Teacher, K-12
Miller, Tracy	Teacher, K-12
Fransted , Pamela	Teacher, K-12
Morgan, Vicky	Teacher, K-12

Duties

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

The leadership team serves as instructional leaders, during the summer members of the team attended the Teaching and Learning Content Academy training provided by the district and work to ensure shared decision making. Members of the team include Principal, Assistant Principal, Grade Chairs, ESE teachers, Reading Coach and Math Coach, School Psychologist, Guidance Counselor, and Social Worker.

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 Leadership team meets monthly to problem-solve using school-wide academic and behavioral data. The focus is on evaluating effectiveness of programs, grade levels, and determining what is working. Representatives from other teams such as PBS are included and report data each month. The Problem Solving Leadership Team meets weekly.
Title I, Part A, funds school-wide services to Kathleen Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, preschool program, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title I, Part C- Migrant
Migrants students enrolled at Kathleen Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services

based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating servies necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Kathleen Elementary are used to purchase training. This past year we used the funds to for common core training and kindergarten teachers attended a conference to further enhance their knowledge of implementing the curriculum .

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Services are provided through the district for one ESOL paraprofessional to support ELL students at our school.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k tro kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lana Tatom	Principal
Pam Fransted	Teacher
DeTangelia Williams	Parent
Tracy Miller	Teacher
Sarah Smith	Teacher
Kim Yurdin	Teacher
Vicky Morgan	Teacher
Jeanette Wright	Business/Community
Kenyetta Feacher	Principal
Nicole Fortner	Teacher
Jennifer Fike	Teacher
Georgia Haymans	Teacher
Melissa Bywalski	Parent
Zachary Bywalski	Student
Albert Dodson	Business/Community
Diretta Wilcox	Business/Community
Sebrina Stokes	Business/Community
Joe Fisher	Business/Community
Bethany May	Parent
Adam Blanton	Parent
	Student

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

The SAC met on March 7, 2014 to review the SIP with parents, community members and faculty to review and evaluate the SIP as related to progress represented by data. Members looked for data to justify the SIP goals effectiveness and also made suggestions for changes to the goals. Minutes are on file.
The SAC met again on May 19, 2014 to review the SIP with parents, community members and faculty to review and evaluate the SIP. Members broke apart the various sections of the SIP and made further changes in some sections or decided that the goals and implementations of the plan should remain the same in other sections.
Minutes are on file.
Committees made up of faculty including teachers, paras and administrators met on August 27, 2014 and contributed to diverse sections of the SIP by providing input related to the goals and narratives of implementation as required. Minutes are on file.

Development of this school improvement plan

Members of the SAC reviewed our previous SIP and current school data at each meeting. We have regular discussions about the data as related to our SIP and record input from members. Feedback is on file and is referred to while writing the SIP.

The SAC met again on May 19, 2014 to review the SIP with parents, community members and faculty to review and evaluate the SIP. Members broke apart the various sections of the SIP and made further changes in some sections or decided that the goals and implementations of the plan should remain the same in other sections.
Minutes are on file.
Committees made up of faculty including teachers, paras and administrators met on August 27, 2014 and contributed to diverse sections of the SIP by providing input related to the goals and narratives of implementation as required. Minutes are on file.

Preparation of the school's annual budget and plan

The SAC reviews the budget in the SIP and approves the plan.

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

Our funds in our SIP are from Title I, we did not receive school improvement funds last 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
TATOM, LANA	Principal
Feacher, Kenyetta	Assistant Principal
Morgan, Vicky	Teacher, K-12
Fransted , Pamela	Teacher, K-12
Miller, Tracy	Teacher, K-12
Fortner, Nicole	Teacher, K-12
Smith, Sarah	Teacher, K-12
Fike, Jennifer	Teacher, K-12
Yurdin, Kimberly	Teacher, ESE
Haymans, Katie	Teacher, K-12
Howell, Renee	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The role of everyone at our school is to Increase the number of students performing on grade level and make learning gains as follows 17/18 K-3 and 21/22 4-5 make learning gains.
Leadership, Literacy, & Technology Committee promote literacy in the following ways...
This committee serves as a site-based decision making body for the school. Contractual Duties, 6.7-1 – Curriculum Committee, see #5, #6, & #7, Must elect the grade/team chairs for them to be the SAC representatives. The members of this committee will assist with the following:
? You are the facilitators for your Grade Level and the key link between administration and your team.

It is most important that you be the communicator between your grade level and the administration in order to give cost cutting suggestions, address concerns, ask for ideas, make recommendations to the Administration regarding curriculum, school improvement and training.
? You will serve on our School Advisory Council. The grade/department/team will meet to make recommendations to the principal in determining grade/department/team chairperson. Must be elected to be the SAC representative. As the grade chair it is your responsibility to become elected to SAC or find a representative to participate to present data and plans for your team. Our Council is required by law to meet five times a year. Dates are posted on the calendar. Please come prepared to share ideas, suggestions and helpful information when needed. All information must be given back to your team.
? As grade chairs you are guiding your team with to ensure students demonstrate mastery of the standards and will make sure that your planning sessions occur as scheduled on the calendar. Lesson plans for your grade level must be posted for the following week on Friday before you leave.
? Any special programs that are brought into our school setting will first be brought to this committee for their advice. Surveys will be used by the grade chair for their team to make a school wide decision.
? You will be responsible for working with your team to create & review student-led conference scripts for back to school night in September and student success events in November, February, and April.
? Work with our technology coaches to discuss how to effectively use Technology and plan for further Technology integration (ex. Pinnacle, Office 365, etc.).
? You will be responsible for overseeing and ensuring that your grade level records video clips documenting student learning in the classroom posting it on the website and/or for the morning show.
? Provide suggestions for PD for your team to administration.
? Monitor data for your grade level.
? Monitor the substitute folders for your grade three times a year.
? Other activities may be assigned as needed.

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

Kathleen Elementary School's staff work collaboratively with each other in grade level planning groups weekly, vertical team articulation monthly and vertical team walkthroughs four times a year. Teachers have the opportunity to participate in a Reading Buddy program where older students are teamed with younger students to practice reading skills, building both students' confidence and skill levels. Teachers also meet in grade level PLCs discuss data, and curriculum. All staff are encouraged to send "blue drops" of appreciation as well as "favorite things" to recognize someone in a special way. Ms. Tatom tries to increase a positive working environment by including "Good News" in the weekly email as well as having an endless supply of "stress" candy on her desk and Mrs. Feacher's desk. Kathleen staff members are expected to use the 3 positive to 1 suggestion ratio when communicating about any area of concern or issue. This helps maintain a positive working environment.

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

Applicants are screened to ensure that they meet the HQ CQ criteria and placed on a list of approved candidates for hire. Administration puts together an interview team representing classroom teachers and support teachers; selects candidates to be interviewed; creates appropriate questions; and facilitates the interview & selection process. Individual teacher mentoring from experienced, successful teachers; need based classroom modeling and team teaching provided; continuous instructional feedback provided; assistance by experienced teachers in lesson planning & maintaining a positive classroom learning environment; assistance in locating teaching resources, communicating with parents, establishing an

organizational system for teacher paperwork, etc. Teacher coaches meet with beginning teachers to talk about successes they are having in the classroom with their students and their teaching. Discussions also take place regarding teacher questions and concerns. Teacher needs will be assessed through these meetings and coaching will be targeted on such needs to address each area of concern. Daily grade level planning meetings: Each grade level team will meet together weekly to plan lessons collaboratively. Through these consistent team planning sessions, beginning teachers will receive assistance in designing & implementing effective lessons. Differentiated professional development: teachers will receive small group, intensive professional development throughout the year based upon their instructional needs.

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

Teachers receive coaching support, weekly grade level planning, and differentiated professional development by the leadership team. Teachers participate in PLC meetings after school, vertical team walk throughs, grade level professional development days, etc. Co-teaching professional development is determined based on administration observations, teacher's request and the goals within the SIP.

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

Teachers plan based on the Florida Standards only using the curriculum purchased by the district as a teaching resource and not as the curriculum. Resources such as Go Math, Reading Wonders,5 E science lessons, CPALMs, etc. are used only when they align with the standards and can enhance the best practices of the teachers.

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

Classroom teachers teach tier 1 to all of the students in whole group and small flexible differentiated groups. Teachers monitor students' progress on each standard and record the data on a Standards-based Spreadsheet along with on-going progress monitoring. In addition to the spreadsheet, 3rd grade teachers will be keeping a portfolio for students in reading, monitoring the standards. Students who are not successful with tier 1 instruction are pulled by the classroom teacher for additional tier 2 instruction in reading and math where teachers use Response to Intervention data collection sheets to monitor students progress. Additionally, the school provides after school tutoring for students in reading and math with our Extended Learning Program (ELP).

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: 960

Classroom teachers select students based on data to attend after school tutoring in reading and math.

Strategy Rationale

Giving more time to students who struggle, will help close the achievement GAP.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
TATOM, LANA, lana.tatom@polk-fl.net

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

Data is collected from IBTP, FAIR, Reading Wonders, Go Math, CPALMS, etc. and analyzed by grade level and vertical teams.

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

Kathleen Elementary has several programs to assist preschool children in transition from early childhood programs to elementary programs. Every spring, there is a Kindergarten Round-Up at our school which allows parents and children to register for school, visit kindergarten classrooms, and receive information about things that parents can do to prepare their children for kindergarten. During the Round-Up, children are also assessed in their readiness for kindergarten using school created assessments which include recognizing shapes, colors, and simple objects as well as making a detailed drawing of themselves. This information allows us to determine readiness and appropriate placement. Another program is an informational evening program held every April, where kindergarten teachers invite parents of the students entering kindergarten in the fall. At this time, teachers share their expectations to give the parents an idea of what will be expected of their child and what each child should know prior to enrolling in kindergarten. These two transitional programs precede the August orientation prior to the start of the school year. At the August orientation, parents meet the teacher, tour the school and receive supply lists and other information. Parents are notified about the transitional programs by notices sent home with all elementary school students and flyers are put in all daycares. Additionally, the District Office provides notices to newspapers and radio stations. Kathleen Elementary also has a Pre-Kindergarten program where we are teaching and preparing our students to be ready for Kindergarten. Using data collected and observation made, our Title One Program Facilitator and administration determine the effectiveness and any changes needed to our program.
At the end of the year awards ceremonies, students and parents meet the their future teachers. Expectations for each grade level are shared along with curriculum resources for families to work on over the summer.
Post cards are mailed during the summer for orientation which was very well attended this school year.

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

Teachers are implementing these habits as well as setting goals for each card marking with their students. Progress monitoring is done by the teacher with the students and their parents on student success nights.

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

This year our student planner focused on the 7 Habits of Highly Effective People. In addition the teachers have displayed their graduating year in their classroom.

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.

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.   All students are actively engaged through rigorous data-driven instruction at all grade levels.

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. All students are actively engaged through rigorous data-driven instruction at all grade levels. 1a

🔍 G074720

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	80.0
Math Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Florida Standards, Curriculum Maps, Reading Wonders, Accelerated Reader, Success Maker, FAIR, KES Reading Coach, Regional Reading Coach

- Florida Standards, Curriculum Maps, Go Math, Think Central, Ten Marks, Success Maker, KES Math Coach, Regional Math Coach

- Florida Standards, Curriculum Maps, 5E Science Lessons, Regional Science Coach

- Student agendas in English and Spanish teaching 7 habits, setting quarterly goals, reading logs, communication with parents, etc.

Targeted Barriers to Achieving the Goal 3

- Teachers need more practice in using data to truly differentiate.

Plan to Monitor Progress Toward G1. 8

Evaluate data and small group plans

Person Responsible
LANA TATOM

Schedule
Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion
An increase of student mastery of the standards based on IBTP data and standards based progress monitoring data charts in one drive.

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. All students are actively engaged through rigorous data-driven instruction at all grade levels. `1`

🔑 G074720

G1.B1 Teachers need more practice in using data to truly differentiate. `2`

🔑 B195113

G1.B1.S1 Use data tool in one drive created for specific standards and train teachers to use it to guide instruction. They will then be able to use them to differentiate with accountability. `4`

🔑 S206733

Strategy Rationale

Teachers that use data to differentiate instruction have students that master the standards.

Action Step 1 `5`

Create data tool for reading and math standards using one drive for teachers to input data on a regular basis

Person Responsible

LANA TATOM

Schedule

Daily, from 7/20/2015 to 6/17/2016

Evidence of Completion

Shared lesson plan and data tool in one drive

Action Step 2 `5`

PD for teachers to use data tool to make fluid differentiated small groups

Person Responsible

LANA TATOM

Schedule

Quarterly, from 7/20/2015 to 6/17/2016

Evidence of Completion

Agendas and minutes from PD days.

Action Step 3 `5`

Students receive after school tutoring in ELA and math. select dates?

Person Responsible

LANA TATOM

Schedule

Biweekly, from 1/13/2015 to 3/19/2015

Evidence of Completion

Attendance log for the students and one drive data.

Action Step 4 `5`

Math Coach

Person Responsible

Tracie Upton

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Coaching logs

Action Step 5 `5`

Reading Coach

Person Responsible

Renee Howell

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Coaching logs

Action Step 6 `5`

Laptop computers for 4th & 5th grade classrooms.

Person Responsible

LANA TATOM

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

4th & 5th grade students use laptops during instruction daily.

Action Step 7 `5`

Parent Involvement Events

Person Responsible

LANA TATOM

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and school calendar.

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

Give teachers access to one drive planning and data tool and increase teacher's understanding of how to use it effectively.

Person Responsible

LANA TATOM

Schedule

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

Evidence of Completion

One drive data planning tool

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

Administrators will monitor small group plans, instruction, and data during PLC meetings as well as classroom visits and coach sessions.

Person Responsible

LANA TATOM

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

One drive planning and data tool reviewed weekly at PLCs. Administrators and coaches will observe classrooms and coach teachers daily using one drive.

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

Grade Level PLC meetings

Person Responsible

LANA TATOM

Schedule

Monthly, from 8/25/2015 to 5/24/2016

Evidence of Completion

Using the data and planning tool in one drive, teachers will use data for small group plans and instruction.

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

Collaborate and self evaluate small group plans and data.

Person Responsible

LANA TATOM

Schedule

Monthly, from 9/17/2014 to 5/22/2015

Evidence of Completion

Teachers and coaches will use data tools showing student mastery of the benchmarks and small group plans will reflect regrouping and reteaching.

G1.B1.S2 Math Coach `4`

🔑 S206734

Strategy Rationale

The math coach will conduct coaching meetings with teachers using data from formative and summative assessments to create whole group and small group plans.

Action Step 1 `5`

Math coaching session with teachers

Person Responsible

Tracie Upton

Schedule

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

Evidence of Completion

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

Using formative and summative assessment data math coach will plan whole group and small group instruction.

Person Responsible

Tracie Upton

Schedule

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

Evidence of Completion

Lesson plans in one drive and coach's log.

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

Teachers will enter data from 3 standards each month into one drive.

Person Responsible

Tracie Upton

Schedule

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

Evidence of Completion

Data entered into one drive.

G1.B1.S3 Reading Coach 4

S206735

Strategy Rationale

The reading coach will conduct coaching meetings with teachers using data from formative and summative assessments to create whole group and small group plans.

Action Step 1 5

The reading coach will conduct coaching meetings with teachers using data from formative and summative assessments to create whole group and small group plans.

Person Responsible

Renee Howell

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Using formative and summative assessment data reading coach will plan whole group and small group instruction.

Person Responsible

Renee Howell

Schedule

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

Evidence of Completion

Lesson plans in one drive and coach's log.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will enter data from 3 standards each month into one drive.

Person Responsible

Renee Howell

Schedule

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

Evidence of Completion

Data entered into one drive.

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	Create data tool for reading and math standards using one drive for teachers to input data on a regular basis	TATOM, LANA	7/20/2015	Shared lesson plan and data tool in one drive	6/17/2016 daily
G1.B1.S2.A1	Math coaching session with teachers	Upton, Tracie	8/24/2015		6/3/2016 daily
G1.B1.S3.A1	The reading coach will conduct coaching meetings with teachers using data from formative and summative assessments to create whole group and small group plans.	Howell, Renee	8/24/2015		6/3/2016 daily
G1.B1.S1.A2	PD for teachers to use data tool to make fluid differentiated small groups	TATOM, LANA	7/20/2015	Agendas and minutes from PD days.	6/17/2016 quarterly
G1.B1.S1.A3	Students receive after school tutoring in ELA and math. select dates?	TATOM, LANA	1/13/2015	Attendance log for the students and one drive data.	3/19/2015 biweekly
G1.B1.S1.A4	Math Coach	Upton, Tracie	8/17/2015	Coaching logs	6/10/2016 daily
G1.B1.S1.A5	Reading Coach	Howell, Renee	8/17/2015	Coaching logs	6/10/2016 daily
G1.B1.S1.A6	Laptop computers for 4th & 5th grade classrooms.	TATOM, LANA	8/17/2015	4th & 5th grade students use laptops during instruction daily.	6/10/2016 daily
G1.B1.S1.A7	Parent Involvement Events	TATOM, LANA	8/17/2015	Sign in sheets and school calendar.	6/10/2016 monthly
G1.MA1	Evaluate data and small group plans	TATOM, LANA	9/8/2015	An increase of student mastery of the standards based on IBTP data and standards based progress monitoring data charts in one drive.	5/27/2016 monthly
G1.B1.S1.MA1	Grade Level PLC meetings	TATOM, LANA	8/25/2015	Using the data and planning tool in one drive, teachers will use data for small group plans and instruction.	5/24/2016 monthly
G1.B1.S1.MA1	Collaborate and self evaluate small group plans and data.	TATOM, LANA	9/17/2014	Teachers and coaches will use data tools showing student mastery of the benchmarks and small group plans will reflect regrouping and reteaching.	5/22/2015 monthly
G1.B1.S1.MA1	Give teachers access to one drive planning and data tool and increase	TATOM, LANA	8/10/2015	One drive data planning tool	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
	teacher's understanding of how to use it effectively.				
G1.B1.S1.MA4	Administrators will monitor small group plans, instruction, and data during PLC meetings as well as classroom visits and coach sessions.	TATOM, LANA	9/8/2015	One drive planning and data tool reviewed weekly at PLCs. Administrators and coaches will observe classrooms and coach teachers daily using one drive.	5/27/2016 weekly
G1.B1.S2.MA1	Teachers will enter data from 3 standards each month into one drive.	Upton, Tracie	8/24/2015	Data entered into one drive.	6/3/2016 monthly
G1.B1.S2.MA1	Using formative and summative assessment data math coach will plan whole group and small group instruction.	Upton, Tracie	8/24/2015	Lesson plans in one drive and coach's log.	6/3/2016 daily
G1.B1.S3.MA1	Teachers will enter data from 3 standards each month into one drive.	Howell, Renee	8/24/2015	Data entered into one drive.	6/3/2016 monthly
G1.B1.S3.MA1	Using formative and summative assessment data reading coach will plan whole group and small group instruction.	Howell, Renee	8/24/2015	Lesson plans in one drive and coach's log.	6/3/2016 daily

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. All students are actively engaged through rigorous data-driven instruction at all grade levels.

G1.B1 Teachers need more practice in using data to truly differentiate.

G1.B1.S1 Use data tool in one drive created for specific standards and train teachers to use it to guide instruction. They will then be able to use them to differentiate with accountability.

PD Opportunity 1

PD for teachers to use data tool to make fluid differentiated small groups

Facilitator

Teachers will work with their teams to discuss standards, plan for two months, and use common assessments to determine student mastery.

Participants

Classroom teachers

Schedule

Quarterly, from 7/20/2015 to 6/17/2016

PD Opportunity 2

Math Coach

Facilitator

Tracie Upton

Participants

Classroom teachers and students.

Schedule

Daily, from 8/17/2015 to 6/10/2016

PD Opportunity 3

Reading Coach

Facilitator

Renee Howell

Participants

Classroom teachers and students.

Schedule

Daily, from 8/17/2015 to 6/10/2016

PD Opportunity 4

Laptop computers for 4th & 5th grade classrooms.

Facilitator

Joe Weyers

Participants

Classroom teachers and students.

Schedule

Daily, from 8/17/2015 to 6/10/2016

PD Opportunity 5

Parent Involvement Events

Facilitator

Lana Tatom

Participants

Teachers and parents.

Schedule

Monthly, from 8/17/2015 to 6/10/2016

G1.B1.S2 Math Coach

PD Opportunity 1

Math coaching session with teachers

Facilitator

Tracie Upton

Participants

Teachers

Schedule

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

G1.B1.S3 Reading Coach

PD Opportunity 1

The reading coach will conduct coaching meetings with teachers using data from formative and summative assessments to create whole group and small group plans.

Facilitator

Renee Howell

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Create data tool for reading and math standards using one drive for teachers to input data on a regular basis				$0.00
2	G1.B1.S1.A2	PD for teachers to use data tool to make fluid differentiated small groups				$11,066.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1221 - Kathleen Elementary School	Title I Part A		$11,066.00
3	G1.B1.S1.A3	Students receive after school tutoring in ELA and math. select dates?				$9,646.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1221 - Kathleen Elementary School	Title I Part A		$9,646.00
4	G1.B1.S1.A4	Math Coach				$61,092.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1221 - Kathleen Elementary School	Title I Part A		$61,092.00
5	G1.B1.S1.A5	Reading Coach				$57,910.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1221 - Kathleen Elementary School	Title I Part A		$57,910.00
6	G1.B1.S1.A6	Laptop computers for 4th & 5th grade classrooms.				$36,394.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1221 - Kathleen Elementary School	Title I Part A		$36,394.00
7	G1.B1.S1.A7	Parent Involvement Events				$20,144.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1221 - Kathleen Elementary School	Title I Part A		$20,144.00
8	G1.B1.S2.A1	Math coaching session with teachers				$0.00

Budget Data

9	G1.B1.S3.A1	The reading coach will conduct coaching meetings with teachers using data from formative and summative assessments to create whole group and small group plans.	$0.00
		Total:	$196,252.00