Koa Elementary School

2016-17 Schoolwide Improvement Plan

Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Koa Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 and guardians 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.

b. 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 7:15 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.

c. 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's L.E.A.R.N team meet each month to fine tune our school wide behavior program which includes listening to directions, always being prepared, doing their personal best, always showing respect and believing they can do it with no excuses. 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.Other school wide incentives like popcorn party, sno cones etc will be rewarded as well.
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.

d. 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.

3. 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).

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

Overall school attendance 2015-2016 = 94%
Overall school suspensions = 33
Students below proficiency in Reading = 61% 3rd-5th (FSA)
Students below proficiency in Math = 68% 3rd-5th (FSA)
Students below proficiency in Science = 74% 5th graders (FCAT)

Overall school attendance 2014-2015 = 94%
Overall school suspensions = 38
Students below proficiency in Reading = 40% (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%

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	16	15	22	15	16	0	0	0	0	0	0	0	113
One or more suspensions	5	2	4	7	8	7	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	71	68	89	0	0	0	0	0	0	0	228

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	0	0	18	16	16	0	0	0	0	0	0	0	53

c. 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. Progressive discipline is followed at all grade levels using the District Student Code of Conduct. Suspension is only used when all other options are exhausted.

PLCs are in place and teachers meet every first and second Wednesday f each month to review data, needs of students, assess standards and develop plans to assist students n mastery standards and meeting proficiency. Through these meetings students will be analyzed continually to ensure that we decrease the number of students in the Early Warning Standards.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Koa Elementary participates in a County initiative program called "Bookmark Buddies." This program focuses on reading instruction for struggling 3rd grade students. With the assistance of many community volunteers, students meet weekly with their mentor. In the 2012-2013 school year, we had 27 students participate in this program. After receiving the FCAT results for those students, 21 of the 27 students passed the FCAT which a 78% success rate.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Scott, Virginia	Principal
Nedd, Tracy	Instructional Coach
Rameriz, Sandra	Instructional Coach
Sanders, Katrina	Assistant Principal
Folleco, Jessica	Instructional Coach

b. Duties

1. 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, literacy coach, math/ science coach and MTSS Coach. Administration will conduct continual walk throughs to provide feedback and collaborate to determine needs to develop pathways to next level. The Literacy Coach will conduct professional development on Balanced Literacy and iready, conduct walk throughs to check for fidelity of implementation, provide additional support through coaching, modeling and other professional development. The Math/ Science Coach will conduct professional development on district initiatives and iready, conduct walk throughs to check for fidelity of implementation, provide additional support through coaching, modeling and other professional development. The MTSS coach will monitor students in MTSS and the interventions that are being provided t o determine successes or areas of improvement. They are also in charge of working with the interventionist to ensure the fidelity of the programs are being delivered. 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.

2. 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 main assessment will be the iReady Diagnostic assessment in Reading and Math that will be given 3 times a year. After the assessment the data will be analyzed with the teachers and intervention groups will be identified. The students will be assigned teachers and interventionist who will work on skills according to the data. The common formative and formative assessment data is collected and analyzed by teachers during PLCs to identify whether students have learned the

standard if not what will we do to intervene and if so what we will do to enrich. Students that need support are observed and given iReady and Leveled Literacy Intervention for reading along with running records for continuous assessment. Students in need of math intervention use iReady 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. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida 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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

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 Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Virginia Scott	Principal
Tracy Nedd	Teacher
Carmen Ramos	Parent
Kathe Weisheyer	Parent
Sandra Rameriz	Parent
Anna Meza	Parent
Alicevette Ramirez	Parent
Wanda Moreno	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

During the monthly SAC meetings, progress was shared with our SAC committee members on our increase proficiency in Reading and increasing proficiency in math. Throughout the school year of 2015-16, 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 and will continually be discussed this year. SAC committee suggestions were considered and implemented throughout the school year.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Scott, Virginia	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Balanced Literacy direction from District and develop a school-wide reading plan targeting individual grade level needs as the result of last years student assessments. We will also learn more about iReady and ensure the implementation of the program is done with fidelity.

D. 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).

1. 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. Grade Levels will meet the first ad second Wednesdays of every month and other dates their teams have decided on to carry out PLCs to collaborate, analyze and disaggregate data, develop lesson plans, design CFAs, reflect and provide interventions and enrichment.

2. 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, 10 new teachers were hired in grades K, 4, 5, ESE, Media.

3. 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. .

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Through monthly professional learning communities and grade level meetings, each grade level meets at least once per week to review the Florida Standards, analyze data, 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. Our Literacy coach provides Balanced Literacy training and follows up through walk throughs and PD to ensure it is implemented with fidelity. Administration conducts 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. Webb's depth of knowledge is being encouraged along with training to ensure all teachers understand the levels and can be applied within the classroom. We have two sheltered classrooms, one in first and one in second.

b. Instructional Strategies

1. 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.

All students are given the Beginning of the Year iready Diagnostic Assessment in both Reading and Math. Based on the information the assessment provides teachers evaluate the students and determine instructional grouping amongst the grade elvel to provide intervention or enrichment during common triple I time. Interventionists and teachers will be providing the support to allow for groups to be small and students to gain more knowledge towards mastery of learning. 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. In 1st and 2nd grades NES and some LES students are in a sheltered classroom and progress monitored on English development. Daily classroom grades, assessments, district assessment and teacher recommendations are used to determine the need for additional before or after school extended learning.

2. 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: Weekend Program

Minutes added to school year: 720

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 iReady to close gaps in benchmark mastery in Math.

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
Scott, Virginia, virginia.scott@osceolaschools.net

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 Fountas and Pinell, Running Records, iReady, and District Benchmark Assessments for Reading. Teachers will use iReady 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.

2. Student Transition and Readiness

a. 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).

1. 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 2 full day Pre-K Exceptional Student Education programs and 3 - 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.

b. College and Career Readiness

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

We participate in College Color Day. We also allow grade levels to go on field trips to Valencia and businesses.

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

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

In Science we are incorporating STEM activities and lessons through out the year and have a STEM night inviting families to work with STEM and utilize our county's STEM mobile lab, which we will also use with 5th grade students during the week. We will hold an after school STEM camp for 4th and 5th grade students.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   Ensure high levels of learning for ALL students in Literacy.

G2.   Ensure high levels of Mathematics achievement for ALL students.

Strategic Goals Detail

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

G1. Ensure high levels of learning for ALL students in Literacy. 1a

🔑 G085338

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Poor vocabulary and phonics skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Triple i time during the school day embedded in master schedule

- iReady computer program and toolbox

- Library check out time which allows students to have books to take home

- PLC time for teachers to analyze data and ensure teachers can intervene and enrich ALL students

- Leveled lIteracy coupled with Fountas and Pinell testing

- iReady computer program and toolbox

- Library check out time which allows students to have books to take home

- PLC time for teachers to analyze data and ensure teachers can intervene and enrich ALL students

- Leveled lIteracy coupled with Fountas and Pinell testing

Plan to Monitor Progress Toward G1. 8

Teacher chats and emails concerning walk throughs/observations. Review data from iReady, F and P and other assessments.

Person Responsible
Virginia Scott

Schedule
Weekly, from 9/5/2016 to 6/1/2017

Evidence of Completion
Use excel spreadsheets on students and classes to monitor the data and ensure their is an increase. Evaluate observations on My PGS.

G2. Ensure high levels of Mathematics achievement for ALL students. `1a`

🔑 G085339

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	45.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- lack of math fluency and academic vocabulary

- Time for teachers to effectively teach the concepts

Resources Available to Help Reduce or Eliminate the Barriers `2`

- iReady program - diagnostic assessment, progress monitoring and learning paths

- math fluency club and school wide initiative

- triple i time to intervene and enrich

Plan to Monitor Progress Toward G2. `8`

iReady diagnostic assessments and growth progress monitoring, FSA results, District benchmark assessments

Person Responsible
Virginia Scott

Schedule
Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion
iReady growth and progress monitoring

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. Ensure high levels of learning for ALL students in Literacy. `1`

🔑 G085338

> **G1.B1** Poor vocabulary and phonics skills `2`
>
> 🔑 B226914

>> **G1.B1.S1** Ensure schoolwide Triple i is embedded in the master schedule and utilized to meet the needs of all students by intervening or enriching according to data analysis. `4`
>>
>> 🔑 S239393

>> **Strategy Rationale**
>>
>> To increase students ability to master grade level standards and build a strong foundation.

>> **Action Step 1** `5`

>> Create a triple i schedule for all grade levels and ensure there are interventionists to help support the time.

>>> **Person Responsible**
>>>
>>> Virginia Scott

>>> **Schedule**
>>>
>>> Daily, from 9/5/2016 to 6/1/2017

>>> ***Evidence of Completion***
>>>
>>> iReady reports, Fountas and Pinell, student performance on district assessments

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

After first diagnostic assessment, data will be analyzed and groups developed. Then schedules will be made. This will continually occur through out year with regrouping according to needs and data.

Person Responsible

Virginia Scott

Schedule

Weekly, from 9/5/2016 to 6/1/2017

Evidence of Completion

Diagnostic test scores, F and P scores, District assessment score and walk throughs

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

iReady, Classroom walk throughs, F and P data, CFAs and district assessments

Person Responsible

Virginia Scott

Schedule

Weekly, from 9/5/2016 to 6/1/2017

Evidence of Completion

Increase scores on all assessments

G1.B1.S2 Rebuild PLCS to allow more time to collaborate, analyze data, plan lessons and develop CFA's to support learning and help students master their standards 4

🔑 S239394

Strategy Rationale

When teachers collaborate and take ownership of their students it allows for growth and the focus of the needs of each kid, skill by skill.

Action Step 1 5

Train facilitators on the PLC process, set calendar dates of meetings, Give out expectations and develop a PLC One Note Notebook to support facilitators.

Person Responsible

Katrina Sanders

Schedule

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

Evidence of Completion

PLC One Note Notebook, agenda, minutes, and 7 stages review sheet

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

Agenda and minutes from the Grade Levels. Walk throughs during meeting times

Person Responsible

Virginia Scott

Schedule

Weekly, from 9/7/2016 to 6/1/2017

Evidence of Completion

Agenda and Minutes uploaded to the PLC One Notebook. Emails sent to teachers.

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

Monthly facilitator leadership meetings to monitor the success of PLCs

Person Responsible

Katrina Sanders

Schedule

Monthly, from 9/7/2016 to 6/1/2017

Evidence of Completion

Agendas, meeting notes, sign in sheets.

G1.B1.S3 Implement iReady and Balanced Literacy with fidelity. `4`

🔑 S239395

Strategy Rationale

Ensure these programs are implemented with fidelity in order to move students, diagnose areas of need or enrichment and fill in the gaps.

Action Step 1 `5`

Learn about the iReady system, reports, how to use the system within the classroom.

Person Responsible

Schedule

Monthly, from 8/4/2016 to 6/1/2017

Evidence of Completion

sign in sheets, teacher usage reports, and dats from iReady

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

report review, classroom walk throughs, lesson plans, PLC minutes

Person Responsible

Schedule

On 6/1/2017

Evidence of Completion

observation notes, lesson plans, PLC minutes and report from iReady

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

Students subcategories of phonics and vocabulary will increase and lessons from iReady will be implemented during the Reading lesson.

Person Responsible

Schedule

Biweekly, from 8/4/2016 to 6/1/2017

Evidence of Completion

data from iReady, lesson plans

G2. Ensure high levels of Mathematics achievement for ALL students. `1`

🔑 G085339

G2.B1 lack of math fluency and academic vocabulary `2`

🔑 B226919

G2.B1.S1 incorporate math fluency assessments that will be conducted weekly. 100 question addition test, subtraction, multiplication and division. `4`

🔑 S239396

Strategy Rationale

To increase students basic facts fluency to help them in solving math problems and go more in depth with math concepts.

Action Step 1 `5`

give assessment out to all teachers weekly to give students 5 minutes to answer 100 basic math fluency problems.

Person Responsible

Katrina Sanders

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

spreadsheet, math wall and increase scores on assessments

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

A spreadsheet will be kept to determine who scored the goal and achieving success. Continued monitoring and support given,

Person Responsible

Katrina Sanders

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

spreadsheets, math wall of fame and assessment data

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

Reflection at the end of the nine weeks by PLC facilitators and Leadership team to determine if the plan is beneficial or not.

Person Responsible

Katrina Sanders

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Meeting notes and data assessment

G2.B1.S2 Incorporate academic vocabulary using a variety of techniques to reinforce the vocabulary. `4`

`S239397`

Strategy Rationale

To have students understand vocabulary so teachers can teach at a great depth.

Action Step 1 `5`

Teachers will be giving a list of pertinent academic vocabulary that correlates to District Curriculum Map and they will be given activities to help support the understanding of the terms.

Person Responsible

Jessica Folleco

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Review of lesson plans, walk throughs and PD presentations and sign in sheets

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

Classroom walk throughs will be conducted to determine if the vocabulary is being taught and review of lesson plans.

Person Responsible

Virginia Scott

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Review of lesson plans and reflection of evaluations on My PGS.

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

Classroom walk throughs will be conducted to determine if the vocabulary is being taught and review of lesson plans.

Person Responsible

Virginia Scott

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Review of lesson plans and reflection of evaluations on My PGS.

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

After classroom walk throughs further PD will be developed to support teachers and ensure the material is being taught with fidelity.

Person Responsible

Jessica Folleco

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

PD sign in, lesson plans, data, and classroom walk throughs

G2.B4 Time for teachers to effectively teach the concepts 2

🔑 B226922

G2.B4.S1 Allow teachers to collaborate with teammates in PLCs where they will analyze data, plan for interventions and enrichment for students and developing CFAs at least 2 times a month. 4

🔑 S239398

Strategy Rationale

Giving teachers time to plan together, review data and build together as a team.

Action Step 1 5

PLCs will be set to meet the first and second Wednesdays of every month in a central location to analyze data, and develop plans based on the needs of the students.

Person Responsible

Virginia Scott

Schedule

Monthly, from 9/7/2016 to 6/1/2017

Evidence of Completion

Agendas, minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Review of minutes will be completed and walk throughs during minutes to provide support and resources.

Person Responsible

Virginia Scott

Schedule

Monthly, from 9/7/2016 to 6/1/2017

Evidence of Completion

minutes, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Walk throughs during meetings and classroom time will be done with feedback to support the teachers endeavors.

Person Responsible

Virginia Scott

Schedule

Monthly, from 9/7/2016 to 6/1/2017

Evidence of Completion

Classroom walk through data, lesson plans and data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 A310012	Train facilitators on the PLC process, set calendar dates of meetings, Give out expectations and...	Sanders, Katrina	9/1/2015	PLC One Note Notebook, agenda, minutes, and 7 stages review sheet	9/29/2016 monthly
G2.B1.S1.MA1 M317429	Reflection at the end of the nine weeks by PLC facilitators and Leadership team to determine if the...	Sanders, Katrina	8/31/2016	Meeting notes and data assessment	5/31/2017 quarterly
G2.B1.S1.MA1 M317430	A spreadsheet will be kept to determine who scored the goal and achieving success. Continued...	Sanders, Katrina	8/31/2016	spreadsheets, math wall of fame and assessment data	5/31/2017 weekly
G2.B1.S1.A1 A310014	give assessment out to all teachers weekly to give students 5 minutes to answer 100 basic math...	Sanders, Katrina	8/31/2016	spreadsheet, math wall and increase scores on assessments	5/31/2017 weekly
G1.MA1 M317428	Teacher chats and emails concerning walk throughs/observations. Review data from iReady, F and P...	Scott, Virginia	9/5/2016	Use excel spreadsheets on students and classes to monitor the data and ensure their is an increase. Evaluate observations on My PGS.	6/1/2017 weekly
G2.MA1 M317436	iReady diagnostic assessments and growth progress monitoring, FSA results, District benchmark...	Scott, Virginia	8/10/2016	iReady growth and progress monitoring	6/1/2017 quarterly
G1.B1.S1.MA1 M317422	iReady, Classroom walk throughs, F and P data, CFAs and district assessments	Scott, Virginia	9/5/2016	Increase scores on all assessments	6/1/2017 weekly
G1.B1.S1.MA1 M317423	After first diagnostic assessment, data will be analyzed and groups developed. Then schedules will...	Scott, Virginia	9/5/2016	Diagnostic test scores, F and P scores, District assessment score and walk throughs	6/1/2017 weekly
G1.B1.S1.A1 A310011	Create a triple i schedule for all grade levels and ensure there are interventionists to help...	Scott, Virginia	9/5/2016	iReady reports, Fountas and Pinell, student performance on district assessments	6/1/2017 daily
G2.B4.S1.MA1 M317434	Walk throughs during meetings and classroom time will be done with feedback to support the teachers...	Scott, Virginia	9/7/2016	Classroom walk through data, lesson plans and data	6/1/2017 monthly
G2.B4.S1.MA1 M317435	Review of minutes will be completed and walk throughs during minutes to provide support and...	Scott, Virginia	9/7/2016	minutes, lesson plans	6/1/2017 monthly
G2.B4.S1.A1 A310016	PLCs will be set to meet the first and second Wednesdays of every month in a central location to...	Scott, Virginia	9/7/2016	Agendas, minutes, lesson plans	6/1/2017 monthly
G1.B1.S2.MA1 M317424	Monthly facilitator leadership meetings to monitor the success of PLCs	Sanders, Katrina	9/7/2016	Agendas, meeting notes, sign in sheets.	6/1/2017 monthly
G1.B1.S2.MA1 M317425	Agenda and minutes from the Grade Levels. Walk throughs during meeting times	Scott, Virginia	9/7/2016	Agenda and Minutes uploaded to the PLC One Notebook. Emails sent to teachers.	6/1/2017 weekly
G2.B1.S2.MA1 M317431	After classroom walk throughs further PD will be developed to support teachers and ensure the...	Folleco, Jessica	8/10/2016	PD sign in, lesson plans, data, and classroom walk throughs	6/1/2017 biweekly
G2.B1.S2.MA1 M317432	Classroom walk throughs will be conducted to determine if the vocabulary is being taught and review...	Scott, Virginia	8/10/2016	Review of lesson plans and reflection of evaluations on My PGS.	6/1/2017 biweekly
G2.B1.S2.MA1 M317433	Classroom walk throughs will be conducted to determine if the vocabulary is being taught and review...	Scott, Virginia	8/10/2016	Review of lesson plans and reflection of evaluations on My PGS.	6/1/2017 biweekly
G2.B1.S2.A1 A310015	Teachers will be giving a list of pertinent academic vocabulary that correlates to District...	Folleco, Jessica	8/10/2016	Review of lesson plans, walk throughs and PD presentations and sign in sheets	6/1/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1 🔍 M317426	Students subcategories of phonics and vocabulary will increase and lessons from iReady will be...		8/4/2016	data from iReady, lesson plans	6/1/2017 biweekly
G1.B1.S3.MA1 🔍 M317427	report review, classroom walk throughs, lesson plans, PLC minutes		8/4/2016	observation notes, lesson plans, PLC minutes and report from iReady	6/1/2017 one-time
G1.B1.S3.A1 🔍 A310013	Learn about the iReady system, reports, how to use the system within the classroom.		8/4/2016	sign in sheets, teacher usage reports, and dats from iReady	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. Ensure high levels of learning for ALL students in Literacy.

G1.B1 Poor vocabulary and phonics skills

G1.B1.S2 Rebuild PLCS to allow more time to collaborate, analyze data, plan lessons and develop CFA's to support learning and help students master their standards

PD Opportunity 1

Train facilitators on the PLC process, set calendar dates of meetings, Give out expectations and develop a PLC One Note Notebook to support facilitators.

Facilitator

Leadership Team

Participants

ALL teachers

Schedule

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

G1.B1.S3 Implement iReady and Balanced Literacy with fidelity.

PD Opportunity 1

Learn about the iReady system, reports, how to use the system within the classroom.

Facilitator

Curriculum and Associates Representatives

Participants

ALL Teachers and interventionist.

Schedule

Monthly, from 8/4/2016 to 6/1/2017

G2. Ensure high levels of Mathematics achievement for ALL students.

G2.B1 lack of math fluency and academic vocabulary

G2.B1.S2 Incorporate academic vocabulary using a variety of techniques to reinforce the vocabulary.

PD Opportunity 1

Teachers will be giving a list of pertinent academic vocabulary that correlates to District Curriculum Map and they will be given activities to help support the understanding of the terms.

Facilitator

Jessica Folleco

Participants

All teachers

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Create a triple i schedule for all grade levels and ensure there are interventionists to help support the time.**				**$700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0300 - Koa Elementary School	School Improvement Funds		$700.00
			Notes: End of the year attendance incentives for individual student perfect attendance will be donations.			
2	G1.B1.S2.A1	**Train facilitators on the PLC process, set calendar dates of meetings, Give out expectations and develop a PLC One Note Notebook to support facilitators.**				**$0.00**
3	G1.B1.S3.A1	**Learn about the iReady system, reports, how to use the system within the classroom.**				**$0.00**
4	G2.B1.S1.A1	**give assessment out to all teachers weekly to give students 5 minutes to answer 100 basic math fluency problems.**				**$0.00**
5	G2.B1.S2.A1	**Teachers will be giving a list of pertinent academic vocabulary that correlates to District Curriculum Map and they will be given activities to help support the understanding of the terms.**				**$0.00**
6	G2.B4.S1.A1	**PLCs will be set to meet the first and second Wednesdays of every month in a central location to analyze data, and develop plans based on the needs of the students.**				**$0.00**
					Total:	**$700.00**