

School District of Osceola County, FL

Kissimmee Elementary School



2016-17 Schoolwide Improvement Plan

Kissimmee Elementary School

3700 W DONEGAN AVE, Kissimmee, FL 34741

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	A	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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Kissimmee 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.

Kissimmee Elementary School will provide an enriched and rigorous learning environment within a diverse community where all children succeed.

b. Provide the school's vision statement.

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

2. School Environment

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

The school reviews the diversity of students at the beginning of the year to ensure that these students are made to feel welcome and that we have the needed resources to help students succeed. Throughout the year there are activities and celebrations of cultures. During the year classes will celebrate different cultures as part of the curriculum.

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

We have a Positive Behavior Plan developed for the school. There is a discipline committee that has helped create behavior guidelines for the school. Teachers and staff are trained on the behavior plan, all members of the staff are a part of the plan. The expectations will be taught to all students during special area classes as well as in the classrooms. To reinforce the positive behavior, Cub Cash has been developed and a school store is available for student to purchase items with the earned cash.

Students are met as they enter the campus and sent to designated areas to be picked up by their teachers. Systems have been put in place for students to move on campus safely. At the end of the day procedures are in place for students to be dismissed. The primary students are escorted to their departure location.

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.

Teachers document corrections regarding student behavior as well as the intervention used in FOCUS. There are three opportunities for students to make changes to their behavior. After the first infraction, a note is sent home. After the second infraction, a phone call is made to the parent. When a third infraction happens, the teacher refers the student for interventions with the administrative staff. If a behavior plan is needed, the LRS will work with the teacher to create one. If a serious incident occurs, the administration will immediately address the situation.

The school does have the Positive Behavior Plan in place and all staff have been trained.

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.

The school provides a positive attitude towards behavior for all students. For the students who have additional needs there are several programs provided. The LRS consistently visits students who need additional support in the classroom. The Guidance Counselor offers several different group sessions based on student needs; such as students who's parents are divorced, the loss of a family member and bullying. The school psychologist also offers counseling for students in greater need.

The support staff also participates with mentoring students to provide a positive role model. There is a Social Worker who is on campus once a week and is available by phone to help our students and families.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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

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	23	24	20	22	20	22	0	0	0	0	0	0	0	131
One or more suspensions	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317064>.

2. Description

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

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.

There is a designated staff member as the community/business liaison. This person meets with and solicits new business partners. We have several partners that have been with the school for extended time and we are continually adding new partners.

Our partners provide a variety of help and support. We have several partners that provide food for our food pantry and clothing closet. Additionally, we have a hotel that provides incentives, field trip for celebration and programs that come to the school. There are several retail stores that provide materials and incentives for students and teachers. We have several community members that come and help with the food and the school store.

We hold a Welcome Breakfast for partners and volunteers as well as a Thank you luncheon towards the end of the year.

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
Noyes, David	Principal
DeLuca, Hilary	Assistant Principal
Langley, Barbara	Teacher, K-12
Mendez, Vivian	Instructional Coach
Miller, Amy	Instructional Coach
Kane, David	Instructional Coach
Sommers, Maryellen	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.

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

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

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

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

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

Math/Science Coach- Provides support and strategies for teachers in the areas of Math and Science
Teacher K-12 - Works with MTSS Behavior and social skill development

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.

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

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

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. 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
Michael Sanchez	Parent
David Noyes	Principal
Susan Layton	Parent
Esther Oyola	Business/Community
Jorima Rodriguez	Parent
Sandra Quinones	Parent
Loretta Green	Parent
Brittany Dunn	Parent
Hilary DeLuca	Principal
Vivian Mendez	Teacher
Barbara Langley	Teacher
Maryellen Sommers	Teacher
Amy Miller	Teacher
Maria Santiago	Teacher
Susanne Northrup	Education Support Employee
Michele Chabrol	Teacher
Heather Gonzalez	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

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

b. Development of this school improvement plan

At the conclusion of the 2015-2016 school year, the SAC committee met to review school climate survey data and determine the future needs of the school. The goals were not changed until the SAT 10 data and FSA data was disaggregated for targeted improvement.

At the beginning of this school year the SAC plan was revisited and data was shared. The final approval of the plan will come at the September meeting.

c. Preparation of the school's annual budget and plan

The school principal prepared the school budget.

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

School improvement funds were allocated in the following manner:

- FAME Conference for the media specialist (\$225)
- FAEA Conference for the art teacher (\$573)
- FMEA Conference for the music teacher (\$315)
- Attendance incentives for the school-wide incentive program (\$500)
- Incentives for the school-wide Positive Behavior Support (PBS) program (\$500)
- St. Augustine Field Trip (\$1000)
- Student Incentives (\$500)
- STEM Club start up funds (\$522.55)

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
Noyes, David	Principal
Sommers, Maryellen	Instructional Coach
Miller, Amy	Instructional Coach
DeLuca, Hilary	Assistant Principal
Kane, David	Instructional Coach
Mendez, Vivian	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

The school holds PLC's two times a month. Every grade level meets quarterly for a day of planning throughout the year .

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

The principal attends any teacher recruitment opportunity. There is an ongoing effort to locate new teachers through district and university resources. The teachers are contacted about future teaching opportunities. The new teacher mentoring program runs throughout the school year and is facilitated by academic coaches. There is a monthly breakfast for all teachers that are new to the staff for information and support.

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

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

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.

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

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.

Data is reviewed on a regular basis. When assessment results first come in the administration reviews all data. They then meet with the different grade levels and individual teachers concerning the results. If adjustments need to be made, there is a discussion about what changes should happen.

During PLC meetings each grade level will review data and make instructional adjustments as needed.

The academic coaches review school wide data and meet with teachers to support classroom

instruction as needed.

The MTSS team meets and reviews the data for struggling students and make decisions about individual students needs and interventions.

As a staff the principal meets and shares the overall school progress and has a discussion about how each grade level affects the next. At this time if there is a school wide change that needs to be made is discussed to see what we can do to solve the issues.

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: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Noyes, David, david.noyes@osceolaschools.net

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

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

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. Â§ 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.

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

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

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

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.**
- 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.**
- 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development.
- G2.** Increase student attendance at school and timeliness to school.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development. 1a

G085391

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	54.0
FSA Mathematics Achievement	65.0
Math Gains	70.0
Math Lowest 25% Gains	65.0
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal 3

- Delivery of Tier 1 instruction isn't focused on the depth/rigor of the grade-level standards using effective large and small group instructional strategies in reading, math, science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches to provide guidance and support for clear understanding of the standards.
- Scheduled time for data review with every teacher and administration as well as grade-level instructional planning/professional development days to show the alignment of curriculum, assessment, and available resources that align and support.
- Instructional curriculum resources such as Footsteps 2 Brilliance, I-Ready, Reading web, Tenmarks, and the Leveled Library

Plan to Monitor Progress Toward G1. 8

Data from walkthroughs and observations.

Person Responsible

David Noyes

Schedule

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

Evidence of Completion

Data from walkthroughs and observations.

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

G085392

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0
Students exhibiting two or more EWS indicators (Total)	4.0

Targeted Barriers to Achieving the Goal 3

- Parent understanding of the educational impact of poor attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance clerk to monitor student attendance and schedule and facilitate meetings
- Guidance counselor and Social worker
- Volunteers (parent and community) provide support with clothing and food
- Attendance incentives

Plan to Monitor Progress Toward G2. 8

Attendance reports will be reviewed on a monthly basis.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Increase rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development. **1**

 G085391

G1.B1 Delivery of Tier 1 instruction isn't focused on the depth/rigor of the grade-level standards using effective large and small group instructional strategies in reading, math, science. **2**

 B227092

G1.B1.S1 Professional development provided on instructional delivery strategies. **4**

 S239612

Strategy Rationale

These instructional delivery strategies will ensure: that teachers engage students, they deliver instruction that is well planned, and that the gradual release of responsibility model is implemented.

Action Step 1 **5**

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

Person Responsible

David Noyes

Schedule

Monthly, from 8/10/2016 to 3/10/2017

Evidence of Completion

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

Action Step 2 **5**

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

Person Responsible

David Noyes

Schedule

Monthly, from 8/10/2016 to 3/10/2017

Evidence of Completion

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

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

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

Person Responsible

David Noyes

Schedule

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

Evidence of Completion

Lesson plans

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

School administration and coaches will observe classroom instruction.

Person Responsible

David Noyes

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

David Noyes

Schedule

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

Evidence of Completion

Available data from I-Ready, formative assessment data, writing samples.

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

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

Person Responsible

David Noyes

Schedule

Quarterly, from 8/10/2016 to 6/7/2017

Evidence of Completion

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

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

 G085392

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

 B227094

G2.B1.S1 Provide resources and guidance to parents regarding the importance of school attendance.

4

 S239615

Strategy Rationale

Educating parents will increase attendance.

Action Step 1 5

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

Person Responsible

Hilary DeLuca

Schedule

On 5/29/2017

Evidence of Completion

Pamphlet/brochure

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

Attendance of students will be monitored by administration.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

Attendance reports from FOCUS.

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

Student attendance will be monitored on a monthly basis.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

Attendance reports from FOCUS.

G2.B1.S2 Implement school-wide attendance incentive program. 4

 S239616

Strategy Rationale

Encouraging student attendance will positively impact attendance.

Action Step 1 5

Students will receive incentives and rewards on a monthly basis for perfect attendance.

Person Responsible

Hilary DeLuca

Schedule

On 5/29/2017

Evidence of Completion

Attendance reports from FOCUS, student certificates.

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

Administration will monitor perfect attendance.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

Attendance reports from the district-wide student database system.

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

Administration will review student attendance data.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 8/1/2016 to 5/29/2017

Evidence of Completion

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

G2.B1.S3 Students exhibiting two or more EWS indicators will be assigned a staff mentor. 4

 S239617

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

David Noyes

Schedule

On 8/10/2016

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

David Noyes

Schedule

On 8/14/2016

Evidence of Completion

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

Action Step 3 **5**

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

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/10/2016 to 5/29/2017

Evidence of Completion

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

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

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

Person Responsible

David Noyes

Schedule

Weekly, from 8/10/2016 to 5/29/2017

Evidence of Completion

Student data: attendance, i-Ready reports, report cards, discipline

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

Student data will be reviewed at weekly leadership meetings.

Person Responsible

David Noyes




















Schedule

Weekly, from 8/1/2016 to 5/29/2017

Evidence of Completion

Report cards, attendance reports, i-Ready Reports, discipline 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					
 G2.B1.S3.A1 A310235	A list of students that fit into to at least two EWS categories will be compiled.	Noyes, David	8/8/2016	EWS report from the district-wide student data management system.	8/10/2016 one-time
 G2.B1.S3.A2 A310236	Students will be assigned to a mentor from the school leadership team.	Noyes, David	8/10/2016	EWS report from the district-wide student data management system.	8/14/2016 one-time
 G1.B1.S1.A1 A310230	The reading coach will facilitate workshops that provide teachers with specific instructional...	Noyes, David	8/10/2016	Workshop agenda, attendance, relevant presentation materials (if applicable).	3/10/2017 monthly
 G1.B1.S1.A2 A310231	The math/science coach will facilitate workshops that provide teachers with specific instructional...	Noyes, David	8/10/2016	Workshop agenda, attendance, relevant presentation materials (if applicable).	3/10/2017 monthly
 G2.MA1 M317838	Attendance reports will be reviewed on a monthly basis.	DeLuca, Hilary	8/10/2016	Attendance reports from the district-wide student data management system.	5/29/2017 monthly
 G2.B1.S1.MA1 M317832	Student attendance will be monitored on a monthly basis.	DeLuca, Hilary	8/10/2016	Attendance reports from FOCUS.	5/29/2017 monthly
 G2.B1.S1.MA1 M317833	Attendance of students will be monitored by administration.	DeLuca, Hilary	8/10/2016	Attendance reports from FOCUS.	5/29/2017 monthly
 G2.B1.S1.A1 A310233	Parent informational brochure regarding attendance, hygiene, and policies/ procedures developed and...	DeLuca, Hilary	8/10/2016	Pamphlet/brochure	5/29/2017 one-time
 G2.B1.S2.MA1 M317834	Administration will review student attendance data.	DeLuca, Hilary	8/1/2016	Attendance reports from the district-wide student data management system.	5/29/2017 monthly
 G2.B1.S2.MA1 M317835	Administration will monitor perfect attendance.	DeLuca, Hilary	8/10/2016	Attendance reports from the district-wide student database system.	5/29/2017 monthly
 G2.B1.S2.A1 A310234	Students will receive incentives and rewards on a monthly basis for perfect attendance.	DeLuca, Hilary	8/10/2016	Attendance reports from FOCUS, student certificates.	5/29/2017 one-time
 G2.B1.S3.MA1 M317836	Student data will be reviewed at weekly leadership meetings.	Noyes, David	8/1/2016	Report cards, attendance reports, i-Ready Reports, discipline data	5/29/2017 weekly
 G2.B1.S3.MA1 M317837	Students mentored will be discussed at weekly leadership meetings to determine if additional...	Noyes, David	8/10/2016	Student data: attendance, i-Ready reports, report cards, discipline	5/29/2017 weekly
 G2.B1.S3.A3 A310237	Members of the leadership team will meet with targeted students to mentor with academic or social...	DeLuca, Hilary	8/10/2016	Sign-in sheets for students, meeting notes (if available).	5/29/2017 weekly
 G1.MA1 M317831	Data from walkthroughs and observations.	Noyes, David	8/1/2016	Data from walkthroughs and observations.	6/1/2017 quarterly
 G1.B1.S1.MA1 M317827	Pre-scheduled data chats will be held with teachers to review and discuss current classroom data,...	Noyes, David	8/10/2016	Available data from I-Ready, formative assessment data, writing samples.	6/1/2017 quarterly
 G1.B1.S1.MA1 M317829	School administration will review lesson plans for completion and evidence of the instructional...	Noyes, David	8/10/2016	Lesson plans	6/1/2017 weekly
 G1.B1.S1.MA2 M317830	School administration and coaches will observe classroom instruction.	Noyes, David	8/10/2016	Classroom observation data through the school district's adopted evaluation tool and feedback notes from instructional coaches.	6/1/2017 weekly
 G1.B1.S1.MA4 M317828	District staff observe and provide feedback from prescheduled observations of classrooms.	Noyes, David	8/10/2016	Meeting agendas, notes (as applicable), and data from school-wide walk-through of classrooms.	6/7/2017 quarterly

V. Professional Development Opportunities

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

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

G1.B1 Delivery of Tier 1 instruction isn't focused on the depth/rigor of the grade-level standards using effective large and small group instructional strategies in reading, math, science.

G1.B1.S1 Professional development provided on instructional delivery strategies.

PD Opportunity 1

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

Facilitator

Maryellen Sommers

Participants

ELA Teachers

Schedule

Monthly, from 8/10/2016 to 3/10/2017

PD Opportunity 2

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

Facilitator

Amy Miller

Participants

Math and Science Teachers

Schedule

Monthly, from 8/10/2016 to 3/10/2017

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	The reading coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0042 - Kissimmee Elementary School			\$1,000.00
			Notes: Reading Coach Salary			
2	G1.B1.S1.A2	The math/science coach will facilitate workshops that provide teachers with specific instructional strategies and practices for their classrooms.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0042 - Kissimmee Elementary School	Title I, Part A		\$1,000.00
			Notes: Math/Science Coach salary			
3	G2.B1.S1.A1	Parent informational brochure regarding attendance, hygiene, and policies/ procedures developed and copied for distribution.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0042 - Kissimmee Elementary School	General Fund		\$100.00
			Notes: copies			
4	G2.B1.S2.A1	Students will receive incentives and rewards on a monthly basis for perfect attendance.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0042 - Kissimmee Elementary School	General Fund		\$25,000.00
			Notes: Designated clerk for attendance.			
5	G2.B1.S3.A1	A list of students that fit into to at least two EWS categories will be compiled.				\$0.00
6	G2.B1.S3.A2	Students will be assigned to a mentor from the school leadership team.				\$0.00
7	G2.B1.S3.A3	Members of the leadership team will meet with targeted students to mentor with academic or social needs.				\$0.00
Total:						\$27,100.00