

Kissimmee Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Kissimmee Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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. As a school, we host a multicultural night in which students perform various dances and songs specific to the different Latin American countries represented in our school. Teachers are able to provide students with the platform for demonstrating their cultural pride through clothing, song, and dance. Students also engage in a variety of writing activities that allow for the expression of cultural pride.

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. Each grade level is assigned a specific mentor that is accessible throughout the day.

Student advocates are as follows:

- Kindergarten: Candace Durinick
- 1st grade: Amy Miller
- 2nd grade: Vivian Mendez
- 3rd grade: David Kane
- 4th grade: Michelle Perez Schwartz
- 5th grade: David Noyes

Through this measure of advocacy for students, we are able to provide academic, emotional, and social support for all students. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, KMES 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	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 and the FSA administered throughout the school year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/446026>.

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

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
Mendez, Vivian	Instructional Coach
Miller, Amy	Instructional Coach
Kane, David	Instructional Coach
Perez, Adah	Assistant Principal
Durinick , Candace	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 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

Interventionist-Provide support for students in Tier 3 of MTSS for reading/academic and MTSS Behavior

K-2 Academic Specialist- Provides support and strategies for teachers in all content areas

3-5 Academic Specialist-Provides support and strategies for teachers in all content areas

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 assistant from academic coaches.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. 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 Ehmcke	Parent
David Noyes	Principal
Esther Oyola	Business/Community
Loretta Green	Parent
Vivian Mendez	Teacher
Amy Miller	Teacher
Michele Chabrol	Teacher
Kearie Trask	Teacher
Ryan Koren	Teacher
Devin Thornton	Teacher
Amanda Kelley	Teacher
Jacqueline Centeno	Teacher
Rebecca Armstrong	Parent
Amanda Brown	Teacher
Thiago Cardoso	Parent
Monique Pimentel	Parent
Rebekka LaDuke	Teacher
Susan Layton	Parent
Philip Jackson	Business/Community
Yudeny Perez	Parent
Maria Ruiz	Parent
Gerardo Miranda	Parent
Carmen Santiago	Business/Community
Evelyn Renderos	Parent
Darwin Sanchez	Parent
Zoraida Oliver	Parent
Heather Biela	Teacher
Barbara Langley	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2016-2017 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 (\$290)
- Battle of the Books (\$100)
- School Store (\$1300)
- Incentives for the school-wide Positive Behavior Support (PBS) program (\$500)
- St. Augustine Field Trip (\$1000)
- Student Incentives (\$500)
- Math Madness (\$500)

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
Miller, Amy	Instructional Coach
Kane, David	Instructional Coach
Mendez, Vivian	Instructional Coach
Perez, Adah	Assistant Principal
Durinick , Candace	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, Family Library Nights, Family Literacy Night and increased Media Center circulation.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school holds PLCs six times a month. During this time, teachers analyze grade level data in order to appropriately address the specific academic needs of students. Teams develop actionable goals that are then reviewed in order to determine the effectiveness of instruction. In addition, every grade level meets quarterly for a day of planning throughout the year. Academic coaches support each planning day by providing guidance with regard to effective instructional planning and the creation of assessments. Administration also meets twice a year with teachers to provide a platform for feedback. This feedback is then utilized to implement any necessary improvements to our school.

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 and by a classroom teacher. There are monthly meetings for all teachers that are new to the staff for guidance, information and support. In addition, new teachers to our staff are also provided with a "bootcamp" in order to provide the support necessary to address standards, common formative assessments, and effective planning.

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. There are three core actions that guide our staff in the area of ELA. The teacher mentoring program continuously addresses the identified core actions in order to build teacher capacity.

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 curriculum map with standards. Our teachers follow the district timeline. 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, it 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: 960

Select fifth grade students were invited to join the Saturday program based off of their previous FSA scores, common formative assessments 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 and Science.

Strategy Rationale

Identify the specific needs for attending students in reading 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 determining the implementation of alternative instructional strategies and curriculum.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Parent Information Night 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If Kissimmee Elementary School increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement will increase.

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. If Kissimmee Elementary School increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement will increase. 1a

G095420

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	75.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
Statewide Science Assessment Achievement	75.0
FSA ELA Achievement - ELL	20.0
FSA Math Achievement - ELL	50.0
FSA ELA Achievement - SWD	27.0
FSA Math Achievement - SWD	44.0

Targeted Barriers to Achieving the Goal 3

- Flexible Facilitation (exposure to complex text, exposure to student driven tasks, interaction with complex text, interactions with student driven tasks)
- Resources (availability and use of vetted resources)
- Systems (clear directions, communication and expectations and appropriate systems effectively in place)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches to provide guidance and support for the appropriate selection and use of complex text.
- 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, complex text, student driven tasks, assessments, and available resources that align and support the depth of the standards.
- MTSS, 504, ELL and ESE Support

Plan to Monitor Progress Toward G1. 8

Data from walkthroughs and observations.

Person Responsible

David Noyes

Schedule

Quarterly, from 8/23/2017 to 5/18/2018

Evidence of Completion

Data from walkthroughs and observations.

Plan to Monitor Progress Toward G1. 8

i-Ready data, common assessment data

Person Responsible

David Noyes

Schedule

Weekly, from 8/23/2017 to 5/18/2018

Evidence of Completion

Levels of proficiency in each grade level

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. If Kissimmee Elementary School increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement will increase. 1

 G095420

G1.B1 Flexible Facilitation (exposure to complex text, exposure to student driven tasks, interaction with complex text, interactions with student driven tasks) 2

 B256894

G1.B1.S1 Guided collaborative planning 4

 S271766

Strategy Rationale

Collaborative planning will result in increased implementation of flexible facilitation.

Action Step 1 5

Schedule guided collaborative planning with teachers.

Person Responsible

David Noyes

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Calendar, attendance sheets, lesson plans, trends identified during walk-throughs

Action Step 2 5

School-wide PLC Calendar

Person Responsible

David Noyes

Schedule

Weekly, from 8/16/2017 to 5/18/2018

Evidence of Completion

PLC notes and lesson plans

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

Schedule guided collaborative planning with teachers

Person Responsible

David Noyes

Schedule

Quarterly, from 8/23/2017 to 6/18/2018

Evidence of Completion

Attendance sheets and lesson plans

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

School administration and coaches will observe classroom instruction for the implementation of identified strategies to support student success as outlined during the PLC process.

Person Responsible

David Noyes

Schedule

Weekly, from 8/23/2017 to 5/18/2018

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

Identified trends in instruction and data

Person Responsible

David Noyes

Schedule

Weekly, from 8/23/2017 to 5/18/2018

Evidence of Completion

ELEOT Tool data, lesson plans, classroom walk-through trends

G1.B2 Resources (availability and use of vetted resources) 2

 B256895

G1.B2.S3 Professional Development 4

 S271772

Strategy Rationale

Providing guidance for classroom facilitators through strategic opportunities will enhance the proper use of vetted resources.

Action Step 1 5

Schedule professional development

Person Responsible

Amy Miller

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Calendar, attendance sheets, lesson plans, trends identified in walk-throughs, PLC discussions, side-by-side coaching, evidence of IPG Core Action 1

Action Step 2 5

Common Formative Assessments

Person Responsible

Adah Perez

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Assessments, grade level data chats, school-wide PLC

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Conduct follow-up walk throughs with side by side coaching

Person Responsible

Amy Miller

Schedule

Quarterly, from 8/23/2017 to 5/18/2018

Evidence of Completion

ELEOT tool, MyPGS, IPG data collection tool

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Formative Assessment Committee, Data Chats, PLC

Person Responsible

Vivian Mendez

Schedule

Weekly, from 8/23/2017 to 5/18/2018

Evidence of Completion

PLC Data and Assessments

G1.B3 Systems (clear directions, communication and expectations and appropriate systems effectively in place) **2**

 B256896

G1.B3.S1 Systems- Explanation and implementation of IPG Core Action Elements **4**

 S271773

Strategy Rationale

Provide staff with clear and focused expectations

Action Step 1 **5**

Explanation and Implementation of IPG Core Action Elements

Person Responsible

Amy Miller

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Calendar, attendance sheets, lesson plans, trends identified during walk-throughs, PLC discussions, side-by-side coaching, evidence of IPG Core Action 1

Action Step 2 **5**

Continued MTSS Support

Person Responsible

Vivian Mendez

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

MTSS, ELL, ESE and 504 data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

MTSS monthly meetings, ELL and ESE weekly meetings

Person Responsible

Vivian Mendez

Schedule

Quarterly, from 8/23/2017 to 5/18/2018

Evidence of Completion

Progress monitoring data, i-Ready data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

i-Ready Growth Monitoring and Diagnostic

Person Responsible

Vivian Mendez

Schedule

Weekly, from 8/23/2017 to 5/18/2018

Evidence of Completion

i-Ready Intervention Screener

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

i-Ready Data and Common Assessment Data

Person Responsible

Adah Perez

Schedule

Weekly, from 8/23/2017 to 5/18/2018

Evidence of Completion

Levels of proficiency in each grade level

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M389891	Data from walkthroughs and observations.	Noyes, David	8/23/2017	Data from walkthroughs and observations.	5/18/2018 quarterly
G1.MA2 M389892	i-Ready data, common assessment data	Noyes, David	8/23/2017	Levels of proficiency in each grade level	5/18/2018 weekly
G1.B1.S1.MA1 M389883	Identified trends in instruction and data	Noyes, David	8/23/2017	ELEOT Tool data, lesson plans, classroom walk-through trends	5/18/2018 weekly
G1.B1.S1.MA2 M389885	School administration and coaches will observe classroom instruction for the implementation of...	Noyes, David	8/23/2017	Classroom observation data through the school district's adopted evaluation tool and feedback notes from instructional coaches.	5/18/2018 weekly
G1.B1.S1.A2 A364400	School-wide PLC Calendar	Noyes, David	8/16/2017	PLC notes and lesson plans	5/18/2018 weekly
G1.B3.S1.MA1 M389888	i-Ready Growth Monitoring and Diagnostic	Mendez, Vivian	8/23/2017	i-Ready Intervention Screener	5/18/2018 weekly
G1.B3.S1.MA3 M389889	i-Ready Data and Common Assessment Data	Perez, Adah	8/23/2017	Levels of proficiency in each grade level	5/18/2018 weekly
G1.B3.S1.MA1 M389890	MTSS monthly meetings, ELL and ESE weekly meetings	Mendez, Vivian	8/23/2017	Progress monitoring data, i-Ready data	5/18/2018 quarterly
G1.B3.S1.A2 A364405	Continued MTSS Support	Mendez, Vivian	8/14/2017	MTSS, ELL, ESE and 504 data	5/18/2018 quarterly
G1.B2.S3.MA1 M389886	Formative Assessment Committee, Data Chats, PLC	Mendez, Vivian	8/23/2017	PLC Data and Assessments	5/18/2018 weekly
G1.B2.S3.MA1 M389887	Conduct follow-up walk throughs with side by side coaching	Miller, Amy	8/23/2017	ELEOT tool, MyPGS, IPG data collection tool	5/18/2018 quarterly
G1.B2.S3.A2 A364403	Common Formative Assessments	Perez, Adah	8/14/2017	Assessments, grade level data chats, school-wide PLC	5/18/2018 quarterly
G1.B1.S1.A1 A364399	Schedule guided collaborative planning with teachers.	Noyes, David	8/23/2017	Calendar, attendance sheets, lesson plans, trends identified during walk-throughs	5/23/2018 quarterly
G1.B3.S1.A1 A364404	Explanation and Implementation of IPG Core Action Elements	Miller, Amy	8/23/2017	Calendar, attendance sheets, lesson plans, trends identified during walk-throughs, PLC discussions, side-by-side coaching, evidence of IPG Core Action 1	5/23/2018 quarterly
G1.B2.S3.A1 A364402	Schedule professional development	Miller, Amy	8/23/2017	Calendar, attendance sheets, lesson plans, trends identified in walk-throughs, PLC discussions, side-by-side coaching, evidence of IPG Core Action 1	5/23/2018 quarterly
G1.B1.S1.MA1 M389884	Schedule guided collaborative planning with teachers	Noyes, David	8/23/2017	Attendance sheets and lesson plans	6/18/2018 quarterly

V. Professional Development Opportunities

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

G1. If Kissimmee Elementary School increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement will increase.

G1.B1 Flexible Facilitation (exposure to complex text, exposure to student driven tasks, interaction with complex text, interactions with student driven tasks)

G1.B1.S1 Guided collaborative planning

PD Opportunity 1

Schedule guided collaborative planning with teachers.

Facilitator

Academic Team

Participants

Teachers and Support Staff

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

PD Opportunity 2

School-wide PLC Calendar

Facilitator

Leadership Team and PLC Leads

Participants

All staff members

Schedule

Weekly, from 8/16/2017 to 5/18/2018

G1.B2 Resources (availability and use of vetted resources)

G1.B2.S3 Professional Development

PD Opportunity 1

Schedule professional development

Facilitator

Academic Team

Participants

Teachers and Support Staff

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

PD Opportunity 2

Common Formative Assessments

Facilitator

Leadership Team/PLC Leads

Participants

All staff members

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

G1.B3 Systems (clear directions, communication and expectations and appropriate systems effectively in place)

G1.B3.S1 Systems- Explanation and implementation of IPG Core Action Elements

PD Opportunity 1

Explanation and Implementation of IPG Core Action Elements

Facilitator

Academic Team

Participants

Teachers and Support Staff

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

PD Opportunity 2

Continued MTSS Support

Facilitator

Leadership Team/PLC Leads

Participants

All staff members

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

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	Schedule guided collaborative planning with teachers.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0042 - Kissimmee Elementary School			\$1,000.00
			Notes: Reading Coach Salary			
2	G1.B1.S1.A2	School-wide PLC Calendar				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0042 - Kissimmee Elementary School	Title I, Part A		\$1,000.00
			Notes: Math/Science Coach salary			
3	G1.B2.S3.A1	Schedule professional development				\$0.00
4	G1.B2.S3.A2	Common Formative Assessments				\$0.00
5	G1.B3.S1.A1	Explanation and Implementation of IPG Core Action Elements				\$0.00
6	G1.B3.S1.A2	Continued MTSS Support				\$0.00
					Total:	\$2,000.00