

School District of Osceola County, FL

Koa Elementary School



2017-18 Schoolwide Improvement Plan

Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 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 | C | C | C* | C |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 13 |
| Ambitious Instruction and Learning | 13 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 20 |
| Appendix 1: Implementation Timeline | 25 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 26 |
| Professional Development Opportunities | 26 |
| Technical Assistance Items | 28 |
| Appendix 3: Budget to Support Goals | 28 |

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 Koa 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Upon initial enrollment, our school leadership team gathers background information on all students. Calls are made to previous schools and records are reviewed with individual teachers to determine the best placement and to provide the needed services. During initial student enrollment, school-wide activities and parent/teacher meetings are held at the school. Administration, teachers and support staff work together with families to build positive relationships with all parents and guardians. Literacy nights, math and science nights, music and art programs, heritage cultural nights and classroom units of study highlight different cultures throughout the school year. Students are screened for ESOL services upon arrival at our school and provided the required accommodations needed to be successful in the learning environment.

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

During our Back to School Night, students and parents in Pr-K through 5th grade are taught arrival and dismissal procedures. Each student is provided a book bag tag with their name, teacher and how they get home from school. All school areas are supervised from 7:15 until 3:30. Classroom teachers and the school guidance counselor delivers character education lessons in safety and respect. Additional resources include our school resource officer. Students are also provided the opportunity to attend after school hours programs including 21st Century SPIRIT and extended day which allows students with working parents to continue their school day in a safe learning environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

During the summer, staff volunteered to be a part of the Koa Elementary School discipline committee to develop a school wide behavioral system and individual classroom behavior systems which reinforce students for good choices. Our school's behavior team meet each month to fine tune our school wide behavior program which includes listening to directions, always being prepared, doing their personal best, always showing respect and believing they can do it with no excuses. Each student in grades K-5 were given a paw punch card at the beginning of the school year. Students will be given the opportunity to earn paper punches to their card throughout the year based on their individual behavior or academic success. Other school wide incentives like popcorn party, snow cones and Fun Friday will be rewarded as well.

Discipline procedures are outlined in the district student code of conduct and are provided to all students/parents at the beginning of the school year. School procedures and expectations are also outline in each student's planner as a school handbook.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Koa Elementary School, our school guidance counselor meets with whole classes, small groups and individuals to provide counseling. Teachers, parents and school support staff may request services for students in need. Our school guidance counselor also refers students to work with outside agencies in areas of grief counseling, empathy, respect, bullying, peer pressure, problem solving and anger management.

Students are given the opportunity to work with Bookmark Buddies, our school resource officer, business partners and school staff as mentors.

3. Early Warning Systems

The school's response to this section may 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.

Overall school attendance 2016-2017 = 93%
Overall school suspensions = 37
Students below proficiency in Reading = 57% 3rd-5th (FSA)
Students below proficiency in Math = 62% 3rd-5th (FSA)
Students below proficiency in Science = 69% 5th graders (FCAT)

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

Overall school attendance 2014-2015 = 94%
Overall school suspensions = 38
Students below proficiency in Reading = 40% (STAR)
Students below proficiency in Math = 54% (STAR)

Overall school attendance 2013-2014 = 94%
Overall school suspensions = 41
Students below proficiency in Reading = 55%
Students below proficiency in Math = 56%

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 21 | 21 | 20 | 15 | 18 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 |
| One or more suspensions | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 5 | 38 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |

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 | 1 | 0 | 0 | 0 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

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

An attendance team reviews individual student attendance on a weekly basis to determine grade levels/students with concerns. Parents are called by the school when their child is absent. After five days of absence, a letter is sent home as a warning indicator of missed school. After ten days, a district attendance officer contacts parents to discuss attendance concerns and develop an attendance contract. Students are rewarded for perfect attendance through celebrations and charms. Progressive discipline is followed at all grade levels using the District Student Code of Conduct. Suspension is only used when all other options are exhausted. PLCs are in place and teachers meet every first and second Wednesday of each month to review data, needs of students, assess standards and develop plans to assist students in mastery standards and meeting proficiency. Through these meetings students will be analyzed continually to ensure that we decrease the number of students in the Early Warning Standards.

B. Family and Community Engagement

The school's response to this section may 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/447818>.

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.

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Scott, Virginia | Principal |
| Penaloza, Lastenia | Assistant Principal |
| Ramirez, Sandra | Instructional Coach |
| Folleco, Jessica | Instructional Coach |
| Nedd, Tracy | Other |

b. Duties

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

Koa Elementary School Leadership Team meets weekly to analyze data, discuss instructional planning and assessment. The team includes principal, assistant principal, literacy coach, math/science coach and MTSS Coach. Administration will conduct continual walk throughs to provide feedback and collaborate to determine needs to develop pathways to next level. The Literacy Coach will conduct professional development on Balanced Literacy and iReady, conduct walk throughs to check for fidelity of implementation, provide additional support through coaching, modeling and other professional development. The Math/ Science Coach will conduct professional development on district initiatives and iReady, conduct walk throughs to check for fidelity of implementation, provide additional support through coaching, modeling and other professional development. The MTSS coach will monitor students in MTSS and the interventions that are being provided to determine successes or areas of improvement. They are also in charge of working with the interventionist to ensure the fidelity of the program is being delivered. We also meet with the school guidance counselor, exceptional education teachers, parent liaison, media specialist, school nurse and school

psychologist to discuss individual student needs. At each meeting, all decisions are based on the school mission and vision for our students. Early warning signs such as attendance, discipline, grades and assessment results are reviewed before decisions are made as a team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All the students in the school are assessed through several common assessments in reading and in math. The main assessment will be the iReady Diagnostic assessment in Reading and Math that will be given 3 times a year. After the assessment the data will be analyzed with the teachers and intervention groups will be identified. The students will be assigned teachers and interventionist who will work on skills according to the data. The common formative and formative assessment data is collected and analyzed by teachers during PLCs to identify whether students have learned the standard if not what will we do to intervene and if so what we will do to enrich. Students that need support are observed and given iReady and Leveled Literacy Intervention for reading along with running records for continuous assessment. Students in need of math intervention use iReady which includes continuous progress monitoring.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

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

Title III

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

IDEA provides support for students with an Individual Education Plan (IEP), students identified

through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|--------------------|
| Virginia Scott | Principal |
| Anna Meza | Parent |
| Kaidy Reyes | Teacher |
| Sandra Ramirez | Teacher |
| Alicevette Ramirez | Parent |
| Anthony Moore | Business/Community |
| Carmen Ramos | Business/Community |
| Hilda Miranda | Parent |
| Marilyn Martinez | Parent |
| Jessica Folleco | Teacher |
| Tracy Nedd | Teacher |
| Marta Luna | Parent |

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

During the monthly SAC meetings, progress is shared with our SAC committee members on our increase proficiency in Reading, Math and Science. Throughout the school year, monthly attendance rates are discussed, student incentives for perfect attendance and school strategies used to address student tardies and absences. Progress monitoring of student achievement is also discussed in reading, math and science and will continually be discussed this year during Koa Leadership Team meetings, teacher planning days and weekly Professional Learning Communities. SAC committee suggestions were considered and implemented throughout the school year along with monthly feedback on school academic progress shared during SAC meetings.

b. Development of this school improvement plan

Problem solving, resources and barriers were developed at our teacher pre planning meetings. This information is review by our school leadership team and shared with our School Advisory board.

Stakeholders review the previous years data, goals and school trends. Areas of enrichment and remediation are discussed and our targeted areas are identified and discussed throughout the school year. Parent input is requested through school surveys, SAC and PTO meetings. Meeting agendas and SAC notes are reviewed during the writing of this plan.

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

School discretionary funds and SAC balances are reviewed with the SAC committee. According to meeting notes, SAC funds will be used directly for student enrichment and incentives pertaining to school improvement goals and school/parent communication.

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

At the current time, Koa Elementary School Advisory Council has a balance of \$4,500. Student incentives and enrichment activities are planned throughout the school year. Suggestions of possible use of funds will be discussed at our SAC meetings. School agenda's and safety backpack tags are purchased with SAC funds to increase parent/school involvement and communication. Safety backpack tags are also purchased to provide individual safety for every student at Koa Elementary School.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Scott, Virginia | Principal |
| Ramirez, Sandra | Instructional Coach |
| Folleco, Jessica | Instructional Coach |
| Penaloza, Lastenia | Assistant Principal |
| Nedd, Tracy | Instructional Coach |

b. Duties

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

Koa Elementary Literacy Committee will promote literacy using the following plan: professional development based on teacher feedback and interest, develop a school-wide literacy committee with representation from each grade level, focus on reading classroom procedures using the Daily Five and Balanced Literacy direction from District and develop a school-wide reading plan targeting individual grade level needs as the result of last years student assessments. We will also learn more about iReady and ensure that the implementation of the program is done with fidelity. A major focus will also be placed on the strategies provided to individual ELL students and the implementation of Language Power.

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.

Professional planning as a grade level team is a priority in our school. Every six weeks, each grade level will be provided an all day planning session working on learning standards, targets, scales and activities supporting the learning target. All teachers in grades K-5 have common planning time in their daily schedule. Grade level teams meeting weekly to plan units of student in reading, math, writing and science. Each teacher works closely with the reading, math, science and MTSS staff to provide standards based driven instruction and assessments for all students. Resources are shared and long range goals are established for each grade level. Progress monitoring is reviewed and student progress is celebrated during "data wall" meetings. Grade Levels will meet the first and second Wednesdays of every month and weekly PLCs to collaborate, analyze and disaggregate data, develop lesson plans, design CFAs, reflect and provide interventions and enrichment.

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

A new teacher club has been implemented at Koa Elementary School for all new teachers to our school. The "Joey Club" works closely with school administration and mentors to provide individual assistance and encouragement. At Koa Elementary, a working relationship is established between the school and teacher educational programs at the university level. Through our school teacher mentoring program, positive relationships are made with veteran teachers at Koa Elementary School. New teachers are supported with resources and instructional strategies mentor teachers, instructional coaches and the administrative leadership team. Highly qualified experienced teachers are selected to be "model" classrooms and teachers are encourage to TOOT (Teachers Observing Other Teachers). Teachers also provide professional development for our school and district workshops.

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

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

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.

During weekly professional learning communities and grade level meetings, each grade level meets to review the Florida State Standards, analyze data, and to plan common instruction and assessments. Our school instructional coaches work with each grade level to develop proficiency scales, learning targets and rigorous tasks that measure mastery of benchmarks. Our Literacy coach

provides Balanced Literacy training and follows up with classroom walk throughs and PD to ensure initiatives are implemented with fidelity. Administration conducts classroom walk-throughs and lesson plans are reviewed. Model teachers give permission to have their lessons video taped and shared with other teachers. All instruction is standards based and aligned with Florida State Standards. Webb's depth of knowledge is included in all activities and training is continuous to ensure all teachers understand the levels and can be applied within the classroom. We have four sheltered classrooms, kindergarten through third grade that provided a bridged environment for our students.

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.

During preplanning each grade level met to review last years FSA and 3rd monitoring period of iReady to begin determining differentiated grouping in each classroom. All students are given the Beginning of the Year iReady Diagnostic Assessment in both Reading and Math. Based on the information the assessment provides, teachers evaluate the students and determine instructional grouping amongst the grade level to provide intervention or enrichment during common triple iii time. Interventionists and teachers provide the support to allow for groups to be small and students to gain more knowledge towards mastery of learning. Students who need additional remediation are provided small or individual instruction based on their MTSS tier and need in the classroom. ESOL and ESE students are provided additional support in the classroom according to their individual IEP or appropriate ESOL accommodations. In K-3 grades NES and some LES students are in a sheltered classroom and progress monitored on English development. Daily classroom grades, assessments, district assessment and teacher recommendations are used to determine the need for additional before or after school extended learning.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 720

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

Teachers will use iReady to close gaps in benchmark mastery in Math.

Strategy Rationale

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

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Penaloza, Lastenia, lastenia.penaloza@osceolaschools.net

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

Teachers will progress monitor student learning gains by using Fountas and Pinell, Running Records, iReady, and District Benchmark Assessments for Reading. Teachers will use iReady to monitor student growth in Math. All data will be shared with the Literacy Coach, Math Coach, classroom teacher, and MTSS Coach to determine overall effectiveness of the interventions and to monitor student proficiency in Reading & Math.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

Providing VPK and ESE pre-k opportunities for our students has resulted in students entering school with academic, social and emotional skills needed to be a successful kindergarten student. Koa Elementary School currently offers 2 full day Pre-K Exceptional Student Education programs and 3 - Voluntary pre-school full day programs. Student classrooms are housed in the primary area of our school. Teachers and students interact with primary staff on a daily basis and receive support from instructional coaches as needed. Opportunities are provided for students to observe kindergarten classrooms and participate in school wide lunch and breakfast. Professional development opportunities are available to all Pre-K ESE and VPK staff along with participation of our school weekly PLC's.

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 all Koa teachers are provided support, resources and time to collaborate in Professional Learning Communities driven by data and consistently monitored and modified instruction to meet student needs then student achievement will increase for all students.

Strategic Goals Detail

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

G1. If all Koa teachers are provided support, resources and time to collaborate in Professional Learning Communities driven by data and consistently monitored and modified instruction to meet student needs then student achievement will increase for all students. 1a

G095518

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 48.0 |
| FSA Mathematics Achievement | 46.0 |
| Statewide Science Assessment Achievement | 40.0 |
| FSA ELA Achievement - ELL | 40.0 |
| FSA ELA Achievement - SWD | 40.0 |
| FSA Math Achievement - ELL | 40.0 |
| FSA Math Achievement - SWD | 40.0 |
| ELA/Reading Lowest 25% Gains | 48.0 |
| Math Lowest 25% Gains | 40.0 |
| Statewide Science Assessment Achievement | 45.0 |
| ELA/Reading Gains | 57.0 |
| Math Gains | 45.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers not using ELL strategies and/or accommodations
- Lack of understanding of cognates

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development in Language Power and Rourke for ELL
- Professional development of Leveled Literacy Interventions for all teachers
- Professional development with Guided Reading
- Professional development in Thinking Maps
- Professional development in use of interactive notebooks
-
-
-
-

Plan to Monitor Progress Toward G1. 8

Analyze ELL student data

Person Responsible

Lastenia Penaloza

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Common assessments, gradebook grades, school wide progress monitoring

Plan to Monitor Progress Toward G1. 8

Use of MTSS data to review progress

Person Responsible

Virginia Scott

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Teacher MTSS data chats, MTSS team intervention meetings, individual student MTSS documentation

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If all Koa teachers are provided support, resources and time to collaborate in Professional Learning Communities driven by data and consistently monitored and modified instruction to meet student needs then student achievement will increase for all students. **1**

 G095518

G1.B1 Teachers not using ELL strategies and/or accommodations **2**

 B257193

G1.B1.S1 Professional development for ELL (Language Power and strategies) **4**

 S272121

Strategy Rationale

Focus on ELL students and vocabulary development

Action Step 1 **5**

Training on use of Language Power

Person Responsible

Lastenia Penaloza

Schedule

Monthly, from 8/21/2017 to 11/3/2017

Evidence of Completion

Classroom walk-throughs, PLC collaboration on student progress

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

PD Language Power workshop

Person Responsible

Sandra Ramirez

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Daily use of Language Power as observed through classroom walk-throughs

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

Weekly observations of teachers/staff 1st - 5th grade ELL students engaging students with the program

Person Responsible

Lastenia Penaloza


Schedule

Weekly, from 10/2/2017 to 2/5/2018

Evidence of Completion

Teacher use with students during classroom lessons. Student documentation of progress

G1.B4 Lack of understanding of cognates **2**

 B257196

G1.B4.S1 Professional development for ESE (Level Literacy intervention, Corrective Reading, ESE accommodations) **4**

 S272122

Strategy Rationale

Focus on ESE students, their individual needs/strategies as indicated on their IEP.

Action Step 1 **5**

Training on Level Literacy and Corrective Reading interventions

Person Responsible

Virginia Scott

Schedule

Weekly, from 8/21/2017 to 12/8/2017

Evidence of Completion

classroom observations, student progress and monitoring individual student data

Action Step 2 **5**

Training on ESE accommodations

Person Responsible

Virginia Scott

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Meeting agendas, meeting notes, attendance, classroom walk-throughs, PLC collaboration

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Professional Development in Level Literacy and Corrective Reading Interventions

Person Responsible

Virginia Scott

Schedule

On 5/25/2018

Evidence of Completion

Use of Level Literacy and Corrective Reading interventions

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

ESE/ELL accommodations and strategies

Person Responsible

Virginia Scott

Schedule

Quarterly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Evidence of teachers providing students ELL and/or ESE accommodations and/or strategies as needed. Collaboration between regular education teachers and ELL/ESE staff during PLC's and common planning sessions.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walk-throughs by administration with academic coaches

Person Responsible

Lastenia Penaloza

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson plans, Grade level planning, documentation of classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Support individual grade level PLC's

Person Responsible

Virginia Scott

Schedule

Weekly, from 8/21/2017 to 4/27/2018

Evidence of Completion

Classroom walk-throughs, individual and grade level teacher data chats, PLC planning evidence.

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.B1.S1.A1 A364977 | Training on use of Language Power | Penaloza, Lastenia | 8/21/2017 | Classroom walk-throughs, PLC collaboration on student progress | 11/3/2017 monthly |
| G1.B4.S1.A1 A364978 | Training on Level Literacy and Corrective Reading interventions | Scott, Virginia | 8/21/2017 | classroom observations, student progress and monitoring individual student data | 12/8/2017 weekly |
| G1.B1.S1.MA1 M390757 | Weekly observations of teachers/staff 1st - 5th grade ELL students engaging students with the... | Penaloza, Lastenia | 10/2/2017 | Teacher use with students during classroom lessons. Student documentation of progress | 2/5/2018 weekly |
| G1.B4.S1.MA4 M390760 | Support individual grade level PLC's | Scott, Virginia | 8/21/2017 | Classroom walk-throughs, individual and grade level teacher data chats, PLC planning evidence. | 4/27/2018 weekly |
| G1.MA1 M390763 | Analyze ELL student data | Penaloza, Lastenia | 8/21/2017 | Common assessments, gradebook grades, school wide progress monitoring | 5/25/2018 monthly |
| G1.MA2 M390764 | Use of MTSS data to review progress | Scott, Virginia | 8/21/2017 | Teacher MTSS data chats, MTSS team intervention meetings, individual student MTSS documentation | 5/25/2018 biweekly |
| G1.B1.S1.MA1 M390758 | PD Language Power workshop | Ramirez, Sandra | 8/21/2017 | Daily use of Language Power as observed through classroom walk-throughs | 5/25/2018 monthly |
| G1.B4.S1.MA1 M390759 | Classroom walk-throughs by administration with academic coaches | Penaloza, Lastenia | 8/21/2017 | Lesson plans, Grade level planning, documentation of classroom walk-throughs | 5/25/2018 weekly |
| G1.B4.S1.MA1 M390761 | Professional Development in Level Literacy and Corrective Reading Interventions | Scott, Virginia | 8/21/2017 | Use of Level Literacy and Corrective Reading interventions | 5/25/2018 one-time |
| G1.B4.S1.MA2 M390762 | ESE/ELL accommodations and strategies | Scott, Virginia | 8/21/2017 | Evidence of teachers providing students ELL and/or ESE accommodations and/or strategies as needed. Collaboration between regular education teachers and ELL/ESE staff during PLC's and common planning sessions. | 5/25/2018 quarterly |
| G1.B4.S1.A2 A364979 | Training on ESE accommodations | Scott, Virginia | 8/21/2017 | Meeting agendas, meeting notes, attendance, classroom walk-throughs, PLC collaboration | 5/25/2018 monthly |

V. Professional Development Opportunities

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

G1. If all Koa teachers are provided support, resources and time to collaborate in Professional Learning Communities driven by data and consistently monitored and modified instruction to meet student needs then student achievement will increase for all students.

G1.B1 Teachers not using ELL strategies and/or accommodations

G1.B1.S1 Professional development for ELL (Language Power and strategies

PD Opportunity 1

Training on use of Language Power

Facilitator

District Staff

Participants

Staff who support ELL students

Schedule

Monthly, from 8/21/2017 to 11/3/2017

G1.B4 Lack of understanding of cognates

G1.B4.S1 Professional development for ESE (Level Literacy intervention, Corrective Reading, ESE accommodations)

PD Opportunity 1

Training on Level Literacy and Corrective Reading interventions

Facilitator

Sandra Rameriz, District resource teachers

Participants

K-5 instructional staff and support classroom staff

Schedule

Weekly, from 8/21/2017 to 12/8/2017

PD Opportunity 2

Training on ESE accommodations

Facilitator

Wanda Rosario, Resource Compliance Specialist, Jeannette Mendez, School Psychologist District
ESE staff

Participants

All instructional and support staff

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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 | Training on use of Language Power | | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 | |
| | 5100 | 510-Supplies | 0300 - Koa Elementary School | Ttitle III | | \$2,000.00 | |
| | | | Notes: Securing additional Language Power Kits to work in small groups with ELL students. | | | | |
| 2 | G1.B4.S1.A1 | Training on Level Literacy and Corrective Reading interventions | | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 | |
| | 5100 | 750-Other Personal Services | 0300 - Koa Elementary School | General Fund | | \$0.00 | |
| | | | Notes: Substitute coverage | | | | |
| 3 | G1.B4.S1.A2 | Training on ESE accommodations | | | | | \$0.00 |
| Total: | | | | | | \$2,000.00 | |