Killearn Lakes Elementary School

2017-18 Schoolwide Improvement Plan

Killearn Lakes Elementary School

8037 DEER LK E, Tallahassee, FL 32312

https://www.leonschools.net/killearnlakes

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	No	16%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

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 Leon 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

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 Killearn Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Killearn Lakes Elementary School provides students with an optimal learning enviroment to create and develop lifelong learners.

b. Provide the school's vision statement.

Killearn Lakes will be an engaging, safe and respectful learning enviroment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

2. School Environment

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

Killearn Lakes learns about students' cultures and builds relationships between teachers and students through our back to school orientation, Open House, and parent/teacher conferences. In addition, we have family nights, PTO meetings, SAC meetings and utilize climate and teacher surveys. to help build healthy,positve relationships.

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

At Killearn Lakes, the administration, faculty, and staff create an enviroment where students feel safe and respected before,during and after school. A behavior management program called "Positive Behavior Support" is implemented throughout the school. In additon, we have the Leprechaun Leaders program which is designed to encourage students to be respectful, responsible and ready to learn.

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.

Killearn Lakes has a school wide Positive Behavior System (PBS) that outlines expectations for behavior. These expectations are referred to at school as Keep Learning Every Second by being 1) Respectful , 2) Responsible , and 3) Ready to learn.
Teachers and staff members are trained in the utilization of our PBS system, which also includes a method for behavior reinforcement. Specific, positive rules for behavior are developed for classrooms based upon the school wide expectations (Keep Learning Every Second). All staff members are expected to teach, reinforce and uphold school-wide rules in a positive way.

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.

Killearn Lakes utilizes a variety of methods to ensure the social-emotional needs of all students are met. We have a comprehensive guidance and counseling program that offers one on one small group and large group guidance sessions. The guidance department works closely with our school social

worker to support families amd make appropiate referrals in order to provide more extensive counseling support. In addition, KLES supports Holiday giving programs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Our school's leadership team monitors the prevention and intervention services by the following early warning indicators:
1) attendance
2) Assessment data
3) Aims web data
4) Progress monitoring folders

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	11	5	0	1	3	8	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	3	4	1	0	0	0	0	0	0	0	8
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	12	4	11	0	0	0	0	0	0	0	27

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	3	3	0	0	0	0	0	0	0	6

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

The MTSS Leadership Team meets each Thursday with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling students. Students' progress is closely monitored at each stage of intervention. Teachers implement intervention strategies in their classroom, and track student progress with the interventions.

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B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?

No

1. PFEP Link

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

2. Description

Killearn Lakes Elementary will continue to hold parent workshops at the school to increase parent participation and involvement. Our PTO makes connections with parents at Orientation, Open House, monthly meetings, family nights, and various volunteer opportunities. Killearn Lakes provides information to parents using a variety of methods including website,list serve,social media, monthly newsletters,marquee,student planners,parent conferences and positive phone calls home from the principal.

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.

The school, through our PTO business partner coordinator continously works to build positive relationships with local community groups and business partners. Killearn Lakes welcomes community and business partners to get involved in school activities and events. We encourage continued partnerships by recognizing our partners throughout the school year. Killearn Lakes participates in the first grade Reading Pals mentoring program once a week.

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
Wagner, Brenda	Principal
McGrotha, Hank	Assistant Principal
Klawinski, Roberta	Instructional Coach
Mejia, Jan	School Counselor

b. Duties

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

The leadership team has a variety of roles and responsiblilities. One of the most important roles is hiring highly qualified teachers and staff. Administration regularly collaborates together, with grade level teams, team leaders and with the School Advisory Council in order to build consensus on issues affecting teaching,learning, and school climate. In addition, administration supports the school wide behavior program,manages and allocates resources in order to support and enhance the school's mission and vision.

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 school leadership team through the School Improvement process , the School AdvisoryCouncil, and District staffing plan allocations, reviews all available resources in order to meet the needs of our students. Our school and District funds are used to support the goals of the School Improvement Plan as well as providing professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students to meet the challenge of state standards. Title II funds are used to pay for professional development for our teachers and staff.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brenda Wagner	Principal
Betsy Spearing	Teacher
Teresa Horn	Teacher
Maurica Peacock	Teacher
Yolande Badenhorst	Parent
Nancy Duff	Teacher
Patty Oole	Parent
Kristine Gregory	Parent
William Singleton	Education Support Employee
Geri Forslund	Parent
Sherry Lawrance	Principal
Leonard Franklin	Business/Community
Leslie Frohlich	Teacher
Jenni Pratt	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Killearn Lakes School Advisory Council reviews end of the year school data to determine if the previous year's established goals were met. The team analyzes all data and evaluates the School Improvement Plan to determine the effectiveness of strategies,interventions,trainings, and programs outlined in the School Improvement Plan. The team also collectively determines goals for the current school year.

b. Development of this school improvement plan

The School Advisory Council along with teacher groups provide feedback and guidance for topics that support the learning enviroment. The SAC also helps guide decisions that impact student learning at our school.

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

Killearn Lakes School Advisory Council ensures that School Improvement funds are followed per Florida Statute 24.121(5) (c) that requires the following with SIP expenditures; SIP funds are for the purpose of enhancing school performance and must be approved by SAC .

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

Last year our School Improvement funds were utilized for teacher professional development and student incentives.

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
Wagner, Brenda	Principal
McGrotha, Hank	Assistant Principal
Klawinski, Roberta	Instructional Coach
Mejia, Jan	School Counselor

b. Duties

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

One of the major initiatives of the LLT is to focus on student data to help the students who are struggling and provide strategies for teachers to plan student interventions. The focus will be on differentiated instruction for TIER 2 and TIER 3 students. The team uses data to establish literacy goals for the school year. The team promotes and supports literacy in a variety of ways: through the Superintendent's Reading 20 initiative, reading celebrations and promoting reading incentive programs, and KLES students also participate in Florida literacy week each year. In addition, all grade levels will differentiate reading through targeted small group instruction for those students who are not reaching reading proficiency.

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.

Killearn Lakes promotes collaborative planning and learning at all levels. Monthly grade level team meetings, enocourages a positve working relationship between teachers and administration. In addition, the master schedule has been designed to provide consistent time for teachers to meet and collaborate.

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

1. Teacher Interview Day
2. PATS Hiring System
New teachers to Killearn Lakes are assigned a mentor teacher

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

Mastery of the Florida Educator Accomplished Practices will be the focus of the bi-weekly meetings of the mentor and mentee. Release time will be provided for pre- observation conferences, classroom observations, and post observation conferences.

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.

Killearn Lakes offers ongoing opportunities for teachers to learn more about the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This helps promote opportunities for growth in the areas of instructional practice and curriculum, as it aligns to the standards. Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. KLES administration participates in curriculum walks to support the core curriculum.

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.

The school uses data on a continous basis to provide appropiate instruction to meet the needs of all students. Progress monitoring data is used to measure students' strengths,weaknesses, and provide a roadmap for the next steps of instruction. The school uses the Multi-Tiered Support System process to plan and monitor stategic interventions for students. Tier 2 and Tier 3 students have intervention times embedded within their schedule. Aimsweb data is a vital tool in developing reading intervention groups.

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: After School Program
Minutes added to school year: 3,000

Students participate in the after school tutoring program (LEAP) where they work on areas of need in reading and math. Students will also complete extra sessions in Successmaker Reading and Math.

Strategy Rationale

To increase the percentage of students reaching proficiency in reading and math by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wagner, Brenda, wagnerb@leonschools.net

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

Appropiate benchmark assessments, STAR reports, Successmaker reports.

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, §
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.

At Killearn Lakes Elementary, all incoming Kindergarten students are invited to our annual Kindergarten orientation in May. The orientation consists of a presentation about Kindergarten expectations, PTO opportunities and a tour of the kindergarten classrooms. All participants are encouraged to take part in a pre-placement screening that is administered by our Kindergarten teachers.

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, § 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

`1` = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1. 89% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA Math assessment

G2. 88% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA ELA assessment

G3. 82% of students in Grade 5 will be proficient on the 2017-18 FCAT Science assessment

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.

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G1. 89% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA Math assessment
`1a`

🔑 G096102

Targets Supported `1b`

Indicator	Annual Target
	89.0

Targeted Barriers to Achieving the Goal `3`

- Students lack math facts fluency

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

- District Math Advocate

- School based Math Advocate

- Math fluency computer assisted programs

Plan to Monitor Progress Toward G1. `8`

Go Math assessments

Person Responsible
Brenda Wagner

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

Evidence of Completion
Go Math assessments (70% and above), SM Math reports, STAR Math reports

G2. 88% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA ELA assessment `1a`
🔑 G096103

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	88.0

Targeted Barriers to Achieving the Goal `3`

- Low motivation/interest by students

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

- Wonders Reading curriculum

- Reading intervention

- STAR/AR/SM9/AIMS WEB/GREAT LEAPS

Plan to Monitor Progress Toward G2. `8`

Review of ELA data

Person Responsible
Brenda Wagner

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

Evidence of Completion
Data is reviewed (Progress Monitoring Folders each month on targeted students)

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G3. 82% of students in Grade 5 will be proficient on the 2017-18 FCAT Science assessment `1a`

🔍 G096104

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0
FSA ELA Achievement	88.0
FSA Mathematics Achievement	89.0

Targeted Barriers to Achieving the Goal `3`

- lack of scientific content knowledge/opportunities to engage in scientific experiences

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

- Science Fusion textbooks (4th/5th grade)

- Gifted/talented Science

- Leveled Readers

- Brain Pop

- 5th Grade GEMS Kits

- Weather STEM unit and program

- Science on the Move

Plan to Monitor Progress Toward G3. `8`

Implementation of scientific experiences to enhance critical thinking

Person Responsible
Brenda Wagner

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

Evidence of Completion
Monthly benchmark asssessments , Science fair project entries/grades, Administrative observations

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

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G1. 89% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA Math assessment `1`

🔑 G096102

G1.B1 Students lack math facts fluency `2`

🔑 B258714

G1.B1.S1 Provide additional time for students utilizing various programs to enhance math facts fluency `4`

🔑 S273921

> **Strategy Rationale**
>
> **Action Step 1** `5`
>
> Training/collaboration to provide effective instructional practices
>
> > **Person Responsible**
> >
> > Brenda Wagner
> >
> > **Schedule**
> >
> > Monthly, from 9/11/2017 to 5/25/2018
> >
> > ***Evidence of Completion***
> >
> > Increase student performance in Math by providing high quality instruction in each classroom
>
> **Action Step 2** `5`
>
> Use effective intervention strategies to improve performance
>
> > **Person Responsible**
> >
> > Brenda Wagner
> >
> > **Schedule**
> >
> > Annually, from 8/21/2017 to 5/25/2018
> >
> > ***Evidence of Completion***
> >
> > Teachers will share information with faculty to learn the most effective ways to implement the curriculum

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

Monthly review of progress monitoring folders

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Teachers will progress monitor students who are on the targeted list for Math

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

Monitoring of lesson plans, and use of classroom walkthroughs , and review of data at RTI meetings

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Monthly data chats, formative and summative assessments

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G2. 88% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA ELA assessment 1

🔑 G096103

G2.B1 Low motivation/interest by students 2

🔑 B258715

G2.B1.S1 To promote reading incentives for struggling students (lowest 25%). This includes Reading pals, Millionaire book club. We also hold reading celebrations when students meet their AR goal. 4

🔑 S273922

Strategy Rationale

Action Step 1 5

Review of annual data

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data is reviewed and communicated throughout the year (SM9 data/ benchmark assessments/ STAR data)

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

Implementation of Reading incentives for struggling students

Person Responsible

Roberta Klawinski

Schedule

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

Evidence of Completion

Progress Monitoring

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

Monitoring of lesson plans, and use of classroom walkthroughs , data meetings

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Lesson plans, benchmark documentation , assessments

G3. 82% of students in Grade 5 will be proficient on the 2017-18 FCAT Science assessment `1`
G096104

G3.B1 lack of scientific content knowledge/opportunities to engage in scientific experiences `2`
B258718

G3.B1.S1 Increased focus of science vocabulary words in the curriculum and also to provide more opportunities for students to engage in scientific experiences. `4`
S273923

Strategy Rationale

More hands on experiences will allow for more critical thinking

Action Step 1 `5`

Provide more opportunities to engage in scientific experiences

Person Responsible

Brenda Wagner

Schedule

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

Evidence of Completion

Progress monitoring meetings/lesson plan documentation/administrative observations/ Science Fair participation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Implementation of specific science activities

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Administrative observations/progress monitoring meetings/ assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Effective utilization of scientific experiences for all students

Person Responsible

Brenda Wagner

Schedule

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

Evidence of Completion

Progress monitoring meetings/ Administrative observations

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 🔑 M394825	Go Math assessments	Wagner, Brenda	8/21/2017	Go Math assessments (70% and above), SM Math reports, STAR Math reports	5/25/2018 monthly
G2.MA1 🔑 M394828	Review of ELA data	Wagner, Brenda	8/21/2017	Data is reviewed (Progress Monitoring Folders each month on targeted students)	5/25/2018 monthly
G3.MA1 🔑 M394831	Implementation of scientific experiences to enhance critical thinking	Wagner, Brenda	8/21/2017	Monthly benchmark asssessments , Science fair project entries/grades, Administrative observations	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M394823	Monitoring of lesson plans, and use of classroom walkthroughs , and review of data at RTI meetings	Wagner, Brenda	8/31/2017	Monthly data chats, formative and summative assessments	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M394824	Monthly review of progress monitoring folders	Wagner, Brenda	8/31/2017	Teachers will progress monitor students who are on the targeted list for Math	5/25/2018 monthly
G1.B1.S1.A1 🔑 A367768	Training/collaboration to provide effective instructional practices	Wagner, Brenda	9/11/2017	Increase student performance in Math by providing high quality instruction in each classroom	5/25/2018 monthly
G1.B1.S1.A2 🔑 A367769	Use effective intervention strategies to improve performance	Wagner, Brenda	8/21/2017	Teachers will share information with faculty to learn the most effective ways to implement the curriculum	5/25/2018 annually
G2.B1.S1.MA1 🔑 M394826	Monitoring of lesson plans, and use of classroom walkthroughs , data meetings	Wagner, Brenda	8/31/2017	Lesson plans, benchmark documentation , assessments	5/25/2018 monthly
G2.B1.S1.MA1 🔑 M394827	Implementation of Reading incentives for struggling students	Klawinski, Roberta	8/21/2017	Progress Monitoring	5/25/2018 monthly
G3.B1.S1.MA1 🔑 M394829	Effective utilization of scientific experiences for all students	Wagner, Brenda	8/21/2017	Progress monitoring meetings/ Administrative observations	5/25/2018 monthly
G3.B1.S1.MA1 🔑 M394830	Implementation of specific science activities	Wagner, Brenda	8/31/2017	Administrative observations/progress monitoring meetings/ assessments	5/25/2018 monthly
G3.B1.S1.A1 🔑 A367771	Provide more opportunities to engage in scientific experiences	Wagner, Brenda	8/25/2017	Progress monitoring meetings/lesson plan documentation/administrative observations/Science Fair participation	5/25/2018 monthly
G2.B1.S1.A1 🔑 A367770	Review of annual data	Wagner, Brenda	8/14/2017	Data is reviewed and communicated throughout the year (SM9 data/ benchmark assessments/ STAR data)	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. 89% of students in Grades (3-5) will demonstrate proficiency on the 2017-18 FSA Math assessment

G1.B1 Students lack math facts fluency

G1.B1.S1 Provide additional time for students utilizing various programs to enhance math facts fluency

PD Opportunity 1

Training/collaboration to provide effective instructional practices

Facilitator

Instructional leaders

Participants

teachers

Schedule

Monthly, from 9/11/2017 to 5/25/2018

PD Opportunity 2

Use effective intervention strategies to improve performance

Facilitator

Instructional leaders

Participants

teachers

Schedule

Annually, 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/collaboration to provide effective instructional practices				$7,341.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0481 - Killearn Lakes Elem. School	School Improvement Funds		$7,341.00
2	G1.B1.S1.A2	Use effective intervention strategies to improve performance				$0.00
3	G2.B1.S1.A1	Review of annual data				$0.00
4	G3.B1.S1.A1	Provide more opportunities to engage in scientific experiences				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0481 - Killearn Lakes Elem. School	Title II		$0.00
					Total:	$7,341.00