

Polk County Public Schools

Kathleen Elementary School



2017-18 Schoolwide Improvement Plan

Kathleen Elementary School

3515 SHERETZ RD, Lakeland, FL 33810

<http://schools.polk-fl.net/kathleenel>

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	50%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	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 Polk 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 Kathleen Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to partner with our school community to ensure that all children build a strong academic foundation, develop the desire to learn, and grow in self-confidence and compassion through a challenging curriculum which nurtures each student's abilities. Our teachers and staff will identify the needs of every student to provide them with support to meet their full potential. We will promote self-discipline through character building and ensure high quality instruction to develop students who will become productive members of society.

b. Provide the school's vision statement.

Kathleen Elementary will take a collaborative approach with all school community members to ensure every child performs to their full potential.

Cougars will act with integrity and push for excellence in teaching and learning!

Persevere
Respectful
Integrity
Dependable
Encouraging
!

2. School Environment

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

Teachers use CHAMPS and PBIS in every classroom throughout the year. The classroom teachers administer "getting to know you" activities with the students in order to obtain cultural information and build relationships. The school's reading and health curriculum contains passages dealing with relationship building toward cultures around the world. The school's morning television show teaches cultural norms through the use of the phrase of the day. Cross curricular articulation meetings are used by teachers to plan additional cultural and relationship building events.

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

Students are expected to treat each other with respect and courtesy through character building lessons and no bullying lessons taught by the classroom teachers. Students practice the school expectations at assemblies and throughout the school day. The Too Good for Violence, violence prevention/character education curriculum is taught to all grade levels by the school counselor. Also, those students struggling with the school expectations are paired with an adult buddy to enforce positive behavior at the beginning and ending of each day. Students are taught and rewarded for demonstrating monthly character traits. Rewards for following the school expectations consist of : red tickets used to earn monthly positive incentive activities, and classroom rewards such as treasure box and or Friday preferred activity time limited to 20 minutes at the end of the day. Communicating through the school's website and student agendas, every family is provided with information on how to keep the children safe from bullying.

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.

The proper implementation of PBIS is vital to the academic and social success of our students. For PBIS to be successful, we must be consistent in our implementation of the school-wide rules and expectations.

School-wide Expectations:

Take care of yourself

Take care of others

Take care of our school

Teachers will be expected to teach students the meaning of each of the above expectations. Lessons will be provided by the PBIS team.

School-wide Character Traits:

Kathleen Cougars have PRIDE:

o P – Persevere

o R – Respectful

o I – Integrity

o D – Dependable

o E – Encouraging

Teachers will be expected to teach monthly character building lessons.

Classroom Behavior Management Plan:

Classroom behavior management plan should include:

Clear and consistent behavior expectations, procedures, and routines for students that incorporate CHAMPS.

A system for rewarding students for meeting the expectations and following the procedures and routines.

o This reward system is in addition to awarding red tickets and earning daily colors.

Consequences for not meeting expectations and following classroom procedures.

o Consequences can include but are not limited to:

? Private dining

? Lowering of daily color (i.e. move down to green to yellow)

? Time out in buddy teacher's room

A POSITIVE process for correcting/redirecting students who are failing to follow the procedures and meet the classroom expectations.

All classroom behavior management plans are to be submitted to the Assistant Principal PRIOR to the first day of school.

Teachers are expected to:

Teach the behaviors you expect from your students. Spend time the first few weeks of school teaching, modeling, and providing practice for your expectations. Teach these until they become automatic for your students.

Review these expectations frequently especially following a holiday or break from school.

Have your expectations, rules, procedures, and consequences posted clearly in your room.

Communicate your behavior expectations to both students and parents.

Use the systematic, clear system of consequences provided for you to handle behavior issues.

Utilize the Behavior Tracking Form, office referral, and teacher vs. office managed behavior flow chart.

Please keep in mind, each teacher is responsible for the conduct of his/her class and all adults are responsible for all students at KES.

All students should be treated kindly and in an impartial manner.

Positive Reinforcement:

Positive reinforcement should be a part of every child's day.

Red Tickets

- o KES will award students with Red Tickets to teach and reinforce positive behavior they exhibit.
- o Staff members will pass out tickets to students who are exhibiting commendable behavior.
- o All students who arrive at school in dress code will earn a red ticket.
- o Students MUST save their red tickets to attend the PBIS reward events.

Daily color.

- o All students start on white and progress as follows:

- ? Red
- ? Orange
- ? Yellow
- ? Green
- ? Blue
- ? Purple

- o Students' progress through the color system for making good choices, following procedures, etc.
- o If a student is failing to follow a rule or expectation, their color can be lowered.
- o Daily colors should be marked in student's agenda's.

Cougar Paws

- o Classes may earn a complement from the staff by walking in a straight/quiet line in the hallway, sitting quietly in the morning at the blacktop, working well in the classroom, and at lunch by making good choices.
- o The special area teachers may also distribute complements when the class has followed the class rules in their classes.
- o To earn class reward for COUGAR PAWS, the class must have 40 PAWS colored/marked by receiving class complements from staff and teachers around campus. (For example Art, Music, PE, and Cafeteria Workers)
- o As a class earns points the teachers will color in, put a sticker, stamp, check mark, etc...on the COUGAR Chart.
- o When a class has completed the COUGAR Chart, the teacher will put in in the box outside of the Assistant Principals office.
- o Your class will be recognized over the intercom during the morning announcements and the rewards will be distributed/scheduled as quickly as possible.

Monthly PBIS Celebrations

- o Each month, students who have earned 15 red tickets, will be allowed to participate in monthly celebrations.
- o Celebrations that need time during the school day will last no longer than 30 minutes and will occur outside of the ELA and Math instructional block.
- o During celebrations that need time during the school day, one teacher on each grade level will divide their class among the remainder of the grade level and complete a lesson and/or activity to help students who did not earn participation in the celebration on the meaning of the expectations.
- o Teachers should utilize a tracking system (i.e. clipboard, checklist) to keep track of students who earn participation in monthly celebrations.
- o Teachers will submit the number of red tickets earned by students each month to the Assistant Principal.

Discipline Policies and Procedures:

Kathleen Elementary will follow the Polk County Code of Conduct when disciplinary action needs to be taken.

Teachers will utilize the behavior tracking form for documenting inappropriate behavior, interventions, and possible motivations.

If a student is having difficulty meeting the expectations of the classroom, a behavior tracking form will be used.

Behavior tracking forms will be used for 4 consecutive incidents during the first semester. Following the fourth incident, an office referral will be written.

Teachers should use the teacher vs. office managed behavior flow chart when using behavior

tracking forms and office referrals.

Extreme instances of misconduct will be dealt with by the principal or assistant principal.

Discipline referral forms should be sent to the office along with a copy of the Behavior Tracking Form. DO NOT send the child to the office. All referrals will be addressed within 24 hours. Students sent to the office will be returned to class, as the office staff is not equipped to supervise children. In addition, any referral sent to the office without the proper paperwork will be returned to the teacher. Asking for immediate help from the office should be reserved for extreme emergencies. In an extreme emergency, call for administration by contacting the office using the intercom and someone will respond.

Guidelines for Handling Problem Behaviors:

Consequences for rule violation must be explained and regularly reviewed.

Consequences are delivered consistently and in a timely manner.

Always tie consequences back to the classroom expectations and reteach the expectation.

Immediate consequences will be more effective.

Draw little attention to the student when dealing with problem behaviors.

Include opportunities for students to learn and/or practice more acceptable behaviors.

Strategies to Implement for Problem Behavior:

Provide wait time between making a request and student follow through.

Implement planned ignoring.

Reward peers for demonstrating appropriate behavior.

Reteach expectations/rules.

Teach a replacement skill/desired behavior.

Cool-off pass/reflective time

Teacher, ask yourself: Is my reaction escalating the behavior?

Provide student time to turn behavior around

Redirection

Failure to earn a privilege

Prompt and cue both verbal and non-verbal

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.

Kathleen Elementary ensures the social-emotional needs of all students are met through teacher referrals to the school counselor and school psychologist. These professionals counsel with students in need of support outside the classroom setting. In addition, the school counselor, teaches the Too Good for Violence curriculum in all classrooms. Students in need of additional support are enrolled in the Behavior Education Program (BEP). The BEP connects students with an adult mentor to meet twice a day to review behavior needs and progress. Teachers that identify students with social-emotional needs refer the students to the school's problem solving team. The team works with the teacher in securing the resources needed to support these students. The school nurse and social worker are available to consult with the team as needed.

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 principal receives monthly reports which are reviewed with the social worker.

Absent 10% or more of the days enrolled (using truancy absence def.)

State ELA and math risk

Lowest ELA and math grade
 Total number of ISS/OSS days is greater than 3

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	28	28	20	25	23	17	0	0	0	0	0	0	0	141
One or more suspensions	0	3	0	0	0	0	0	0	0	0	0	0	0	3
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	0	31	31	0	0	0	0	0	0	0	62
	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	1	0	10	17	24	0	0	0	0	0	0	0	52

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

Intervention strategies include parent communication with the school social worker to discuss strategies on how to improve student attendance. Based on academic performance, instruction is differentiated to give students additional support in iii groups. Students are also selected for tutoring after school and throughout the day. Students have been target for interventions during the power hour.

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 available at the school site.

2. Description

Title I School- Parent Involvement Plan on file

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 Advisory council helps bridge between home, school and community by exchanging ideas about how to spend funds to educate parents. Businesses contribute by donating refreshments for parent involvement events and other items such as bicycles for students with perfect attendance. During field day, businesses provide activities and supplies for students. These extra-curricular activities get students excited about reading and other academic areas, increasing achievement.

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
Lewis, Nadia	Principal
Pollock, Thomas	School Counselor
Howell, Renee	Instructional Coach
Emmons, Danielle	Teacher, K-12
Wiggins, Rebecca	Assistant Principal

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 serves as instructional leaders, during the summer members of the team attended the Teaching and Learning Content Academy training provided by the district and work to ensure shared decision making. Members of the team include Principal, Assistant Principal, Grade Chairs, TLC teachers, ESE teachers, Reading Coach, Math Coach, Science Coach, School Psychologist, Guidance Counselor, and Social Worker.

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 Based Leadership Team and The Problem Solving Leadership Team meets as needed on Wednesdays. The Leadership committee meets monthly to problem-solve using school-wide academic and behavioral data. The focus is on evaluating effectiveness of programs, grade levels, and determining what is working. Representatives from other teams such as PBS are included and report data each month. The leadership team determines professional development to address areas of weakness in the learning environment.

Title I, Part A, funds school-wide services to Kathleen Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, preschool program, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrants students enrolled at Kathleen Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Kathleen Elementary are used to purchase training. This past year we used the funds to for common core training and kindergarten teachers attended a conference to further enhance their knowledge of implementing the curriculum .

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Services are provided through the district for one ESOL paraprofessional to support ELL students at our school.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nadia Lewis/Rebecca Wiggins	Principal
Pam Fransted	Teacher
DeTangelia Williams	Parent
Tracy Miller	Teacher
Kim Yurdin	Teacher
Vicky Morgan	Teacher
Jeanette Wright	Business/Community
Nicole Fortner	Teacher
Georgia Haymans	Teacher
Melissa Bywalski/Rick Bywalski	Parent
Zachary Bywalski	Student
Albert Dodson	Business/Community
Diretta Wilcox	Business/Community
Sebrina Stokes	Business/Community
Joe Fisher	Business/Community
Bethany May/Adam Blanton	Parent
Krista Fike	Teacher
Neal Steiger	Business/Community
Sidney Lopez	Parent
Valdrena Murphy	Parent
Cordasha Allen	Student
Pedro Davila	Parent
Nikki Smith	Student
Jeanette Zimmerman	Parent
Kathryn Smith	Parent
Rachel McGowan	Parent
Areion Davis	Student
Shana Willis	Parent
Alexander Torain	Student
Cheyenne Blanton	Student

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

The SAC met on May 11, 2016 to review the SIP end of the year reflection with parents, community members and faculty to review and evaluate the SIP as related to progress represented by data. Members looked at data to evaluate the effectiveness of the SIP. Minutes are on file.

b. Development of this school improvement plan

Members of the SAC reviewed our previous SIP and current school data at each meeting. We have regular discussions about the data as related to our SIP and record input from members. Feedback is on file and is referred to while writing the SIP.

The SAC will meet again on August 8, 2017 to review the SIP with parents, community members and faculty to review and evaluate the SIP. Members will break apart the various sections of the SIP and make further changes in some sections or decide that the goals and implementations of the plan should remain the same in other sections.

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

The SAC reviews the budget in the SIP and approves the plan.

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

Our funds in our SIP are from Title I, we did not receive school improvement funds last year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Lewis, Nadia	Principal
Wiggins, Rebecca	Assistant Principal
Morgan, Vicky	Teacher, K-12
Fransted , Pamela	Teacher, K-12
Miller, Tracy	Teacher, K-12
Fortner, Nicole	Teacher, K-12
Yurdin, Kimberly	Teacher, ESE
Haymans, Katie	Teacher, K-12
Howell, Renee	Instructional Coach
Stott, Christina	Teacher, K-12
Fike, Krista	Teacher, K-12

b. Duties

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

The role of everyone at our school is to increase the number of students performing on grade level to 50% and make learning gains as follows 17/18 K-3 and 21/22 4-5 make learning gains.

Leadership, Literacy, & Technology Committee promote literacy in the following ways...

This committee serves as a site-based decision making body for the school. Contractual Duties, 6.7-1 – Curriculum Committee, see #5, #6, & #7, Must elect the grade/team chairs for them to be the SAC representatives. The members of this committee will assist with the following:

? You are the facilitators for your Grade Level and the key link between administration and your team. It is most important that you be the communicator between your grade level and the administration in order to give cost cutting suggestions, address concerns, ask for ideas, make recommendations to the Administration regarding curriculum, school improvement and training.

? You will serve on our School Advisory Council. The grade/department/team will meet to make recommendations to the principal in determining grade/department/team chairperson. Must be elected to be the SAC representative. As the grade chair it is your responsibility to become elected to SAC or find a representative to participate to present data and plans for your team. Our Council is required by law to meet five times a year. Dates are posted on the calendar. Please come prepared to share ideas, suggestions and helpful information when needed. All information must be given back to your team.

? As grade chairs you are guiding your team with to ensure students demonstrate mastery of the standards and will make sure that your planning sessions occur as scheduled on the calendar. Lesson plans for your grade level must be posted for the following week on Friday before you leave.

? Any special programs that are brought into our school setting will first be brought to this committee for their advice. Surveys will be used by the grade chair for their team to make a school wide decision.

? You will be responsible for working with your team to create & review student-led conference scripts for back to school night in September and student success events in November, February, and April.

? Work with our technology coaches to discuss how to effectively use Technology and plan for further Technology integration (ex. Pinnacle, Office 365, etc.).

? You will be responsible for overseeing and ensuring that your grade level records video clips documenting student learning in the classroom posting it on the website and/or for the morning show.

? Provide suggestions for PD for your team to administration.

? Monitor data for your grade level.

? Monitor the substitute folders for your grade three times a year.

? Other activities may be assigned as needed.

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.

Kathleen Elementary School's teachers meet in grade level PLCs discuss data, and curriculum. Mrs. Lewis tries to increase a positive working environment by including "Highlights and birthday celebrations" in the weekly newsletter. Team building activities and social events are scheduled throughout the year. Kathleen staff members are expected to use the 3 positive to 1 suggestion ratio when communicating about any area of concern or issue. This helps maintain a positive working environment. The CHAMPS program is being implemented this year to create a positive and proactive approach to classroom management.

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

Applicants are screened to ensure that they meet the HQ CQ criteria and placed on a list of approved candidates for hire. Administration puts together an interview team representing classroom teachers and support teachers; selects candidates to be interviewed; creates appropriate questions; and facilitates the interview & selection process. Individual teacher mentoring from experienced, successful teachers; need

based classroom modeling and team teaching provided; continuous instructional feedback provided; assistance by experienced teachers in lesson planning & maintaining a positive classroom learning environment; assistance in locating teaching resources, communicating with parents, establishing an organizational system for teacher paperwork, etc. Mrs. Noble will meet with beginning teachers to talk about strengths and areas that need to develop. Discussions also take place regarding teacher questions and concerns. Teacher needs will be assessed through these meetings and coaching will be targeted on such needs to address each area of concern. Daily grade level planning meetings: Each grade level team will meet together weekly to plan lessons collaboratively. Through these consistent team planning sessions, beginning teachers will receive assistance in designing & implementing effective lessons. Differentiated professional development: teachers will receive small group, intensive professional development throughout the year based upon their instructional needs. Teacher breakfast club is conducted by the coaches once month based on teacher identified areas they need more coaching on.

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

Teachers receive coaching support, weekly grade level planning, and differentiated professional development by the leadership team. Teachers participate in PLC meetings after school, vertical team walk throughs, grade level professional development days, etc. Co-teaching professional development is determined based on administration observations, teacher's request and the goals within the SIP.

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.

Teachers plan using the district curriculum maps/learning schedules which are based on the Florida Standards only using the curriculum materials purchased by the district as a teaching resource and not as the curriculum. Resources such as Go Math, Reading Wonders, 5 E science lessons, CPALMs, etc. are used only when they align with the standards and can enhance the best practices of the teachers.

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.

Classroom teachers teach using tier 1 resources to all of the students in whole group and small flexible differentiated groups. Teachers will also have students utilize the iStation Reading and Math program. Teachers monitor students' progress on each standard and record the data on a using the data and planning tool in sharepoint along with on-going progress monitoring. In addition to the spreadsheet, 3rd grade teachers will keep a portfolio for students in reading, monitoring the standards. Students who are not successful with tier 1 instruction are pulled by the classroom teacher for additional tier 2 instruction in reading and math where teachers use the MTSS model and data collection sheets to monitor students progress. Additionally, the school provides after school tutoring for students in reading and math with our Extended Learning Program (ELP). If students are still not making the anticipated progress, teachers set up a problem solving team meeting to discuss data and tier 3.

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: Extended School Day

Minutes added to school year: 450

Classroom teachers select students based on data to attend after school tutoring in ELA and math.

Strategy Rationale

Giving more time to students who struggle, will help close the achievement GAP.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wiggins, Rebecca, rebecca.wiggins@polk-fl.net

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

Data is collected from IBTP, FAIR, Reading Wonders, Go Math, CPALMS, etc. and analyzed by grade level and vertical teams.

Strategy: Extended School Day

Minutes added to school year: 5,400

Coaches supervise 3rd, 4th and 5th grade car riders after school daily for 30 minutes in the computer lab after school preparing them for online testing.

Strategy Rationale

Giving more time to students who struggle, will help close the achievement GAP and bridge the digital divide.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Sarah, sarah.smith@polk-fl.net

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

Student progress monitoring data is collected in sharepoint and is analyzed monthly in grade level and vertical teams.

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.

Kathleen Elementary has several programs to assist preschool children in transition from early childhood programs to elementary programs. Every spring, there is a Kindergarten Round-Up at our school which allows parents and children to register for school, visit kindergarten classrooms, and receive information about things that parents can do to prepare their children for kindergarten. During the Round-Up, children are also assessed in their readiness for kindergarten using school created assessments which include recognizing shapes, colors, and simple objects as well as making a detailed drawing of themselves. This information allows us to determine readiness and appropriate placement. Another program is an informational evening program held every April, where kindergarten teachers invite parents of the students entering kindergarten in the fall. At this time, teachers share their expectations to give the parents an idea of what will be expected of their child and what each child should know prior to enrolling in kindergarten. These two transitional programs precede the August orientation prior to the start of the school year. At the August orientation, parents meet the teacher, tour the school and receive supply lists and other information. Parents are notified about the transitional programs by notices sent home with all elementary school students and flyers are put in all daycares. Additionally, the District Office provides notices to newspapers and radio stations. Kathleen Elementary also has a Pre-Kindergarten program where we are teaching and preparing our students to be ready for Kindergarten. Using data collected and observation made, our Title One Program Facilitator and administration determine the effectiveness and any changes needed to our program.

At the end of the year awards ceremonies, students and parents meet the their future teachers. Expectations for each grade level are shared along with curriculum resources for families to work on over the summer.

Post cards are mailed during the summer for orientation which was very well attended this school year.

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.

The school will dedicate a week in February to college and career. The activities of that week will be planned by the guidance counselor with approval from the principal.

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

This year our student planner focused on the 7 Habits of Highly Effective People. In addition the teachers have displayed their graduating year in their classroom.

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

The school is starting a gardening club this year to prepare for an agricultural career. The ESE team run the school recycling program.

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.

After reviewing the school wide data from FSA, attendance and discipline it is clear that the area of strength is the implementation of the 5E model in Math and Science. The areas of weakness are core instruction in Reading, learning gains for all students and the lowest 25%, and proactive procedures to maintain a safe learning environment.

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.

The root cause of the problem in improving core instruction is activities that take away from instructional time, to many compliance tasks, and instructional tasks that do not meet the depth of the standard. To meet the depth of the standards teachers will need to assess the instructional tasks to determine if they need to be changed to meet higher levels of complexity.

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.** Teachers will create and maintain a successful learning environment in all classrooms.
- G2.** Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard.

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. Teachers will create and maintain a successful learning environment in all classrooms. 1a

G098642

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	300.0
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Clear expectations and procedures have not been explicitly taught throughout all classrooms to keep lost instructional time to a minimum and keep students engaged.
- PBIS has been established but is not consistently used in throughout all classrooms. Therefore, not all students have a clear understanding of the school wide expectations and character traits.
- There are some school wide incentives, but there a lack of positive reinforcement for academics, behavior, and attendance school wide and in each classroom to reinforce expectations.
- Lack of support

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS team/incentives
- Ron Clarks essential 55
- PBIS lessons for school wide expectations and Cougar PRIDE character traits

Plan to Monitor Progress Toward G1. 8

During our weekly school based leadership team we will examine discipline reports to determine if the CHAMPS training and supports are creating a successful learning environment in all classrooms.

Person Responsible

Rebecca Wiggins

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Mrs. Wiggins will be responsible for pulling discipline data weekly to report out during leadership meetings.

G2. Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard. 1a

G098643

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
FSA ELA Achievement	45.0
ELA/Reading Gains	45.0
Math Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Core instruction in all subjects is lacking the rigor necessary to meet the depth and complexity of the standard.
- Some teachers lack the capacity to implement research based practices to improve engagement in all subjects because they have not received adequate training.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, Curriculum Maps, Go Math, Think Central, Ten Marks, KES Math Coach, District Math Coach
- Florida Standards, Curriculum Maps, 5E Science Lessons, School Based Science Coach
- istation Reading and Math
- Essentials for Standards Based Instruction Book

Plan to Monitor Progress Toward G2. 8

Desegregate data to determine in 70% of the overall school enrollment is making gains in ELA, Math, and Science.

Person Responsible

Nadia Lewis

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

A list of students making gains in each subject area.

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. Teachers will create and maintain a successful learning environment in all classrooms. 1

G098642

G1.B1 Clear expectations and procedures have not been explicitly taught throughout all classrooms to keep lost instructional time to a minimum and keep students engaged. 2

B265466

G1.B1.S1 Teachers will be provided training to implement the CHAMPS proactive approach. CHAMPS training will be set throughout the year. Administration will plan frequent observations and give specific feedback. 4

S281387

Strategy Rationale

If the staff receives CHAMPS professional development throughout the year then they will have the capacity to set classroom expectations and maintain those expectations with positive reinforcement.

Action Step 1 5

Professional development provided to teachers on the CHAMPS model on the first two professional development days and early release PD days.

Person Responsible

Nadia Lewis

Schedule

Every 6 Weeks, from 8/3/2017 to 4/30/2018

Evidence of Completion

Powerpoint in sharepoint in PD folder and Staff Sign in sheets.

Action Step 2 5

Immediate feedback will be provided during daily observations to correct and reinforce CHAMPS. School wide trends positive or negative will be highlighted in the weekly newsletter to staff.

Person Responsible

Nadia Lewis

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Evidence of specific feedback can be seen on phone message pad and highlights on weekly newsletter

Action Step 3 5

Any teachers who need further coaching in CHAMPS implementation will be identified during the leadership meetings for the Reading, Math, or Science coach to begin the coaching cycle.

Person Responsible

Schedule

Evidence of Completion

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

Teachers will develop a classroom management plan with their grade level and turn in their plans to Mrs. Wiggins.

Person Responsible

Rebecca Wiggins

Schedule

On 8/9/2017

Evidence of Completion

Mrs. Wiggins will keep record of what teachers turned in the classroom management plans.

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

Teachers will use CHAMPS effectively in their classrooms throughout the day.

Person Responsible

Nadia Lewis

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administration and school based academic coaches will monitor the implementation of CHAMPS during classroom observations.

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

Leadership team will analyze school wide data through the use of the Rigor Walk form to determine if expectations and procedures have been taught and maintained.

Person Responsible

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Evidence of monitoring will be data from the Rigor Walk form and minutes from the leadership team meeting.

G1.B2 PBIS has been established but is not consistently used in throughout all classrooms. Therefore, not all students have a clear understanding of the school wide expectations and character traits. 2

B265467

G1.B2.S1 To revise the PBIS plan to improve school wide expectations, character building, and positive reinforcement for tier 2 and 3 students. . 4

S281388

Strategy Rationale

Research has proven that if we teach specific character traits we wish to see in our students, clearly teach expectations, and positively reinforce students when they meet our expectations their behavior will change.

Action Step 1 5

The PBIS team will create 5 PRIDE lessons explicitly teaching what it means to have cougar PRIDE.

Person Responsible

Thomas Pollock

Schedule

On 8/28/2017

Evidence of Completion

Five lessons will be designed and posted on the KES shared site.

Action Step 2 5

Each week one of Ron Clarks essential 55 rules for the successful student will be a focus school wide. This will be announced over the intercom and put in the weekly newsletters.

Person Responsible

Nadia Lewis

Schedule

Weekly, from 8/7/2017 to 6/4/2018

Evidence of Completion

Weekly Newsletters

Action Step 3 5

After creating the PRIDE lessons members from the PBIS explicitly teach all of the other teachers how to present the PRIDE lessons to all students.

Person Responsible

Thomas Pollock

Schedule

On 9/8/2017

Evidence of Completion

PBIS training Agenda and sign in sheet

Action Step 4 5

Administration will monitor to ensure the lessons are being taught in the classroom.

Person Responsible

Nadia Lewis

Schedule

Every 6 Weeks, from 9/11/2017 to 4/27/2018

Evidence of Completion

Observations and classroom evidence that will be turned in to administration

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will turn in evidence of their character building lesson.

Person Responsible

Thomas Pollock

Schedule

Every 2 Months, from 8/18/2017 to 5/31/2018

Evidence of Completion

Mr. Pollock will keep record of thinking map charts, student work samples, class project etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

To monitor the effectiveness of this strategy we will review the monthly discipline data.

Person Responsible

Rebecca Wiggins

Schedule

On 6/29/2018

Evidence of Completion

Leadership meeting agenda, minutes, and sign in sheet

G1.B3 There are some school wide incentives, but there a lack of positive reinforcement for academics, behavior, and attendance school wide and in each classroom to reinforce expectations. 2

B265468

G1.B3.S1 If we develop systems to consistently reward students for outstanding academic achievement, positive behavior, and exemplary attendance.They will be more likely to produce similar outcomes in the future. 4

S281389

Strategy Rationale

By positively reinforcing behavior and achievement the learning environment will significantly improve.

Action Step 1 5

We will have quarterly award ceremonies to recognize exemplary attendance and grades.

Person Responsible

Nadia Lewis

Schedule

Quarterly, from 10/18/2017 to 5/31/2018

Evidence of Completion

Evidence will be Honor Roll lists and perfect Attendance lists.

Action Step 2 5

To improve the classroom learning environment we will provide teachers with a better selection of books for their classroom library. We will also purchase more books for the school library.

Person Responsible

Renee Howell

Schedule

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

Evidence of Completion

Scholastic book order

Action Step 3 5

Students will be acknowledge for their participation in AR quarterly with an AR celebration recognizing students who met their reading goal for the 9 weeks.

Person Responsible

Rebecca Wiggins

Schedule

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

Evidence of Completion

Notifications sent to staff about time and date of the parties will be kept as evidence with a list of students who met their goal.

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

We will monitor the fidelity of the strategy by using a school wide calendar.

Person Responsible

Nadia Lewis

Schedule

Every 6 Weeks, from 9/18/2017 to 5/1/2018

Evidence of Completion

The school wide calendar can be reviewed and lists of academic achievement

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

Through STAR, AR, and iSTATIONS the leadership team will analyze the improvement of Reading and Math in each grade level. For Science we will use the unit exams and IBTP district assessments to see school improvement. Academic data should improve as classroom management improves an positive reinforcements are put in place.

Person Responsible

Nadia Lewis

Schedule

Every 6 Weeks, from 9/1/2017 to 4/27/2018

Evidence of Completion

Reports from each assessment will be ran and printed for the leadership team to review at the weekly meeting.

G1.B4 Lack of support **2**

 B265469

G1.B4.S1 Limited funds to provided incentives to encourage instructional staff and paraprofessionals to remain at current school. **4**

 S281390

Strategy Rationale

Action Step 1 **5**

Recognize instructional staff and paraprofessionals that come and remain at the school.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

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

Review of Funds Management Report

Person Responsible

Nadia Lewis

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

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

Retention rate

Person Responsible

Nadia Lewis

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G2. Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard. 1

G098643

G2.B1 Core instruction in all subjects is lacking the rigor necessary to meet the depth and complexity of the standard. 2

B265470

G2.B1.S1 To improve core instruction in all subjects teachers will begin a book study on "The Essentials for Standards-Driven Classrooms", which will help provide a better understanding for collaborative planning, the progression of a standard, and the complexity levels. 4

S281391

Strategy Rationale

Since state and district assessment data shows whole class achievement below 80% our school wide efforts are best spent improving core instruction. If teachers have professional development explicitly explaining the steps to improving core instruction they will have the capacity to implement the necessary changes in the core instruction.

Action Step 1 5

All teachers will participate in "The Essentials for Standards-Driven Classrooms" book study. To reinforce making learning targets and what types of students assessment/tasks meet the full intent of the standard.

Person Responsible

Nadia Lewis

Schedule

Every 3 Weeks, from 8/3/2017 to 10/31/2017

Evidence of Completion

Professional Development Agendas and Sign in sheets will be evidence that the book study was conducted.

Action Step 2 5

With the support of the school based coaches and administrators, teachers will participate in weekly collaborative planning sessions with a focus on learning targets and Marzano's taxonomy.

Person Responsible

Schedule

Weekly, from 8/15/2017 to 5/14/2018

Evidence of Completion

Learning Targets from planning session placed in lesson plan, sign in sheet, and observations

Action Step 3 5

Administration and school/district based academic coaches will conduct observations and give specific feedback to teachers daily.

Person Responsible

Nadia Lewis

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Rigor walk forms and leadership minutes.

Action Step 4 5

Any teachers still struggling to implement the learning targets will go through a coaching cycle with one of the academic coaches.

Person Responsible

Nadia Lewis

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Coaches Calendar with notes

Action Step 5 5

School wide teachers will participate in two days of curriculum planning. One day in the Fall and one day in the Spring. On both days school based and district coaches will assist in covering an engagement strategy and formative assessments (Collaborative pairs, writing to new learning, graphic organizers, etc.) to embed within their lesson plans.

Person Responsible

Rebecca Wiggins

Schedule

Semiannually, from 10/30/2017 to 1/22/2018

Evidence of Completion

Agenda, sign in sheet, and lesson plans

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

During planning session the principal will observe and give feedback to the academic coaches.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 8/28/2017 to 4/30/2018

Evidence of Completion

Specific feedback will be recorded in the principal's weekly calendar.

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

The leadership team will analyze weekly, unit, and module assessments at the school level as well as district and state assessments to determine the effectiveness of the core instruction.

Person Responsible

Rebecca Wiggins

Schedule

Weekly, from 8/25/2017 to 6/1/2018

Evidence of Completion

Desegregated data by class, grade, and school wide.

G2.B1.S2 Teachers will keep a data notebook to document classroom/student progress in each subject to determine if core instruction is improving or if concepts need to be retaught. 4

S281392

Strategy Rationale

If teachers are keeping track of trends in their classroom/student data they can make adjustments to their instruction that will support every student.

Action Step 1 5

Teachers will maintain a data notebook with relevant student data in all subject areas. (STAR, STAR early literacy, ISIP, Math Modules, and IBTP Science)

Person Responsible

Rebecca Wiggins

Schedule

Monthly, from 8/7/2017 to 6/29/2018

Evidence of Completion

Up-to-date data notebooks

Action Step 2 5

Data notebooks will be reviewed with teachers every month to discuss trends in data and give support if needed.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 9/14/2017 to 6/1/2018

Evidence of Completion

Teacher data notebooks

Action Step 3 5

Students who are not progressing as expected will be targeted for before and after school tutoring.

Person Responsible

Rebecca Wiggins

Schedule

Every 6 Weeks, from 9/19/2017 to 3/9/2018

Evidence of Completion

Tutoring Sign In Sheets and iStation Reports

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

Every month teachers and administration will meet with teachers by grade level to discuss classroom/student progress using data kept in the data notebook.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 9/14/2017 to 5/25/2018

Evidence of Completion

Monthly calendar and sign in sheet

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

Using ISIP, STAR, STAR early literacy, IBTP Math and Science along with state assessments we will monitor school wide progress to determine if the MTSS process is effective.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 9/11/2017 to 6/29/2018

Evidence of Completion

desegregated data

G2.B2 Some teachers lack the capacity to implement research based practices to improve engagement in all subjects because they have not received adequate training. **2**

 B265471

G2.B2.S1 If we conduct weekly PD for research based strategies in Reading, Math, and Science then our teachers will be more likely to use the practices in their classroom **4**

 S281393

Strategy Rationale

The implementation of researched based practices will improve student engagement in all subject areas.

Action Step 1 **5**

Using research based strategies, the leadership team will plan for professional development to improve Reading instruction.

Person Responsible

Renee Howell

Schedule

Every 3 Weeks, from 7/31/2017 to 4/30/2018

Evidence of Completion

The evidence will be the PD agendas and sign in sheets.

Action Step 2 **5**

Using research based strategies, the leadership team will plan for professional development to improve Science instruction.

Person Responsible

Danielle Emmons

Schedule

Every 3 Weeks, from 7/31/2017 to 4/30/2018

Evidence of Completion

The evidence will be the PD agendas and sign in sheets.

Action Step 3 5

Using research based strategies, the leadership team will plan for professional development to improve Math instruction.

Person Responsible

Rebecca Wiggins

Schedule

Every 3 Weeks, from 7/31/2017 to 4/30/2018

Evidence of Completion

The evidence will be the PD agendas and sign in sheets.

Action Step 4 5

To improve engagement in all subject areas teachers will participate in DAY 1 and Day 2 Kagan Training.

Person Responsible

Nadia Lewis

Schedule

Semiannually, from 10/31/2017 to 2/26/2018

Evidence of Completion

Professional Development Agenda and Sign in Sheet

Action Step 5 5

Head phones will be purchased to support the istation Reading/Math and Accelerated Reader programs. These programs are essential to improving student engagement and reteaching standards.

Person Responsible

Nadia Lewis

Schedule

On 9/8/2017

Evidence of Completion

Packing slip when delivery is complete

Action Step 6 5

Teachers will participate in after school PD and work on planning for differentiation during small group time and power hour.

Person Responsible

Rebecca Wiggins

Schedule

Weekly, from 10/16/2017 to 4/26/2018

Evidence of Completion

Action Step 7 5

Teachers will participate in Kagan training to help them incorporate collaborative pairs to improve engagement in all subjects.

Person Responsible

Nadia Lewis

Schedule

Semiannually, from 12/2/2017 to 1/27/2018

Evidence of Completion

Kagan Agenda and Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plans and teacher observations will show an increase in highly effective and rigorous strategies during instruction.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Forms filled out by the leadership team will be the evidence that the walk throughs were conducted.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student discipline data, attendance, and Journey evaluations will be monitored to see the effectiveness of the engagement strategy.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 9/29/2017 to 5/4/2018

Evidence of Completion

Weekly leadership meeting agendas, minutes, and sign in sheet.







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.A3 A379434	Any teachers who need further coaching in CHAMPS implementation will be identified during the...		No Start Date		No End Date one-time
G2.MA1 M411535	Desegregate data to determine in 70% of the overall school enrollment is making gains in ELA, Math,...	Lewis, Nadia	9/2/2016	A list of students making gains in each subject area.	6/2/2017 weekly
G1.B1.S1.MA1 M411520	Teachers will develop a classroom management plan with their grade level and turn in their plans to...	Wiggins, Rebecca	8/7/2017	Mrs. Wiggins will keep record of what teachers turned in the classroom management plans.	8/9/2017 one-time
G1.B2.S1.A1 A379435	The PBIS team will create 5 PRIDE lessons explicitly teaching what it means to have cougar PRIDE.	Pollock, Thomas	7/24/2017	Five lessons will be designed and posted on the KES shared site.	8/28/2017 one-time
G1.B2.S1.A3 A379437	After creating the PRIDE lessons members from the PBIS explicitly teach all of the other teachers...	Pollock, Thomas	9/4/2017	PBIS training Agenda and sign in sheet	9/8/2017 one-time
G2.B2.S1.A5 A379455	Head phones will be purchased to support the istation Reading/Math and Accelerated Reader programs....	Lewis, Nadia	9/8/2017	Packing slip when delivery is complete	9/8/2017 one-time
G2.B1.S1.A1 A379443	All teachers will participate in "The Essentials for Standards-Driven Classrooms" book study. To...	Lewis, Nadia	8/3/2017	Professional Development Agendas and Sign in sheets will be evidence that the book study was conducted.	10/31/2017 every-3-weeks
G2.B1.S1.A5 A379447	School wide teachers will participate in two days of curriculum planning. One day in the Fall and...	Wiggins, Rebecca	10/30/2017	Agenda, sign in sheet, and lesson plans	1/22/2018 semiannually
G2.B2.S1.A7 A379457	Teachers will participate in Kagan training to help them incorporate collaborative pairs to improve...	Lewis, Nadia	12/2/2017	Kagan Agenda and Sign in sheets	1/27/2018 semiannually
G2.B2.S1.A4 A379454	To improve engagement in all subject areas teachers will participate in DAY 1 and Day 2 Kagan...	Lewis, Nadia	10/31/2017	Professional Development Agenda and Sign in Sheet	2/26/2018 semiannually
G2.B1.S2.A3 A379450	Students who are not progressing as expected will be targeted for before and after school tutoring.	Wiggins, Rebecca	9/19/2017	Tutoring Sign In Sheets and iStation Reports	3/9/2018 every-6-weeks
G2.B2.S1.A6 A379456	Teachers will participate in after school PD and work on planning for differentiation during small...	Wiggins, Rebecca	10/16/2017		4/26/2018 weekly
G1.B2.S1.A4 A379438	Administration will monitor to ensure the lessons are being taught in the classroom.	Lewis, Nadia	9/11/2017	Observations and classroom evidence that will be turned in to administration	4/27/2018 every-6-weeks
G1.B3.S1.MA1 M411524	Through STAR, AR, and iSTATIONS the leadership team will analyze the improvement of Reading and...	Lewis, Nadia	9/1/2017	Reports from each assessment will be ran and printed for the leadership team to review at the weekly meeting.	4/27/2018 every-6-weeks
G1.B1.S1.A1 A379432	Professional development provided to teachers on the CHAMPS model on the first two professional...	Lewis, Nadia	8/3/2017	Powerpoint in sharepoint in PD folder and Staff Sign in sheets.	4/30/2018 every-6-weeks
G2.B1.S1.MA1 M411530	During planning session the principal will observe and give feedback to the academic coaches.	Lewis, Nadia	8/28/2017	Specific feedback will be recorded in the principal's weekly calendar.	4/30/2018 monthly
G2.B2.S1.A1 A379451	Using research based strategies, the leadership team will plan for professional development to...	Howell, Renee	7/31/2017	The evidence will be the PD agendas and sign in sheets.	4/30/2018 every-3-weeks
G2.B2.S1.A2 A379452	Using research based strategies, the leadership team will plan for professional development to...	Emmons, Danielle	7/31/2017	The evidence will be the PD agendas and sign in sheets.	4/30/2018 every-3-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A3 A379453	Using research based strategies, the leadership team will plan for professional development to...	Wiggins, Rebecca	7/31/2017	The evidence will be the PD agendas and sign in sheets.	4/30/2018 every-3-weeks
G1.B3.S1.MA1 M411525	We will monitor the fidelity of the strategy by using a school wide calendar.	Lewis, Nadia	9/18/2017	The school wide calendar can be reviewed and lists of academic achievement	5/1/2018 every-6-weeks
G2.B2.S1.MA1 M411533	Student discipline data, attendance, and Journey evaluations will be monitored to see the...	Lewis, Nadia	9/29/2017	Weekly leadership meeting agendas, minutes, and sign in sheet.	5/4/2018 monthly
G2.B2.S1.MA1 M411534	Lesson plans and teacher observations will show an increase in highly effective and rigorous...	Lewis, Nadia	8/28/2017	Forms filled out by the leadership team will be the evidence that the walk throughs were conducted.	5/4/2018 monthly
G1.B3.S1.A2 A379440	To improve the classroom learning environment we will provide teachers with a better selection of...	Howell, Renee	9/25/2017	Scholastic book order	5/11/2018 quarterly
G1.B3.S1.A3 A379441	Students will be acknowledge for their participation in AR quarterly with an AR celebration...	Wiggins, Rebecca	9/25/2017	Notifications sent to staff about time and date of the parties will be kept as evidence with a list of students who met their goal.	5/11/2018 quarterly
G2.B1.S1.A2 A379444	With the support of the school based coaches and administrators, teachers will participate in...		8/15/2017	Learning Targets from planning session placed in lesson plan, sign in sheet, and observations	5/14/2018 weekly
G2.B1.S2.MA1 M411532	Every month teachers and administration will meet with teachers by grade level to discuss...	Lewis, Nadia	9/14/2017	Monthly calendar and sign in sheet	5/25/2018 monthly
G1.MA1 M411528	During our weekly school based leadership team we will examine discipline reports to determine if...	Wiggins, Rebecca	8/28/2017	Mrs. Wiggins will be responsible for pulling discipline data weekly to report out during leadership meetings.	5/31/2018 weekly
G1.B2.S1.MA1 M411523	Teachers will turn in evidence of their character building lesson.	Pollock, Thomas	8/18/2017	Mr. Pollock will keep record of thinking map charts, student work samples, class project etc.	5/31/2018 every-2-months
G1.B3.S1.A1 A379439	We will have quarterly award ceremonies to recognize exemplary attendance and grades.	Lewis, Nadia	10/18/2017	Evidence will be Honor Roll lists and perfect Attendance lists.	5/31/2018 quarterly
G1.B1.S1.MA1 M411519	Leadership team will analyze school wide data through the use of the Rigor Walk form to determine...		8/21/2017	Evidence of monitoring will be data from the Rigor Walk form and minutes from the leadership team meeting.	6/1/2018 biweekly
G1.B1.S1.MA4 M411521	Teachers will use CHAMPS effectively in their classrooms throughout the day.	Lewis, Nadia	8/14/2017	Administration and school based academic coaches will monitor the implementation of CHAMPS during classroom observations.	6/1/2018 daily
G1.B1.S1.A2 A379433	Immediate feedback will be provided during daily observations to correct and reinforce CHAMPS....	Lewis, Nadia	8/10/2017	Evidence of specific feedback can be seen on phone message pad and highlights on weekly newsletter	6/1/2018 weekly
G2.B1.S1.MA1 M411529	The leadership team will analyze weekly, unit, and module assessments at the school level as well...	Wiggins, Rebecca	8/25/2017	Desegregated data by class, grade, and school wide.	6/1/2018 weekly
G2.B1.S1.A3 A379445	Administration and school/district based academic coaches will conduct observations and give...	Lewis, Nadia	8/21/2017	Rigor walk forms and leadership minutes.	6/1/2018 weekly
G2.B1.S1.A4 A379446	Any teachers still struggling to implement the learning targets will go through a coaching cycle...	Lewis, Nadia	8/28/2017	Coaches Calendar with notes	6/1/2018 weekly
G2.B1.S2.A2 A379449	Data notebooks will be reviewed with teachers every month to discuss trends in data and give...	Lewis, Nadia	9/14/2017	Teacher data notebooks	6/1/2018 monthly
G1.B2.S1.A2 A379436	Each week one of Ron Clarks essential 55 rules for the successful student will be a focus school...	Lewis, Nadia	8/7/2017	Weekly Newsletters	6/4/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M411522	To monitor the effectiveness of this strategy we will review the monthly discipline data.	Wiggins, Rebecca	8/28/2017	Leadership meeting agenda, minutes, and sign in sheet	6/29/2018 one-time
G2.B1.S2.MA1  M411531	Using ISIP, STAR, STAR early literacy, IBTP Math and Science along with state assessments we will...	Lewis, Nadia	9/11/2017	desegregated data	6/29/2018 monthly
G2.B1.S2.A1  A379448	Teachers will maintain a data notebook with relevant student data in all subject areas. (STAR, STAR...	Wiggins, Rebecca	8/7/2017	Up-to-date data notebooks	6/29/2018 monthly
G1.B4.S1.MA1  M411526	Retention rate	Lewis, Nadia	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G1.B4.S1.MA1  M411527	Review of Funds Management Report	Lewis, Nadia	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G1.B4.S1.A1  A379442	Recognize instructional staff and paraprofessionals that come and remain at the school.	Lewis, Nadia	10/1/2017	Payroll records	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. Teachers will create and maintain a successful learning environment in all classrooms.

G1.B1 Clear expectations and procedures have not been explicitly taught throughout all classrooms to keep lost instructional time to a minimum and keep students engaged.

G1.B1.S1 Teachers will be provided training to implement the CHAMPS proactive approach. CHAMPS training will be set throughout the year. Administration will plan frequent observations and give specific feedback.

PD Opportunity 1

Professional development provided to teachers on the CHAMPS model on the first two professional development days and early release PD days.

Facilitator

Nadia Lewis, Renee Howell, Tommy Pollock

Participants

Teachers & all staff

Schedule

Every 6 Weeks, from 8/3/2017 to 4/30/2018

G2. Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard.

G2.B1 Core instruction in all subjects is lacking the rigor necessary to meet the depth and complexity of the standard.

G2.B1.S1 To improve core instruction in all subjects teachers will begin a book study on "The Essentials for Standards-Driven Classrooms", which will help provide a better understanding for collaborative planning, the progression of a standard, and the complexity levels.

PD Opportunity 1

All teachers will participate in "The Essentials for Standards-Driven Classrooms" book study. To reinforce making learning targets and what types of students assessment/tasks meet the full intent of the standard.

Facilitator

Nadia Lewis

Participants

All Teachers

Schedule

Every 3 Weeks, from 8/3/2017 to 10/31/2017

PD Opportunity 2

School wide teachers will participate in two days of curriculum planning. One day in the Fall and one day in the Spring. On both days school based and district coaches will assist in covering an engagement strategy and formative assessments (Collaborative pairs, writing to new learning, graphic organizers, etc.) to embed within their lesson plans.

Facilitator

Cheryl Fogel, Beth Dawson, Erica Brink, and Frances Echeverria

Participants

All Teachers

Schedule

Semiannually, from 10/30/2017 to 1/22/2018

G2.B2 Some teachers lack the capacity to implement research based practices to improve engagement in all subjects because they have not received adequate training.

G2.B2.S1 If we conduct weekly PD for research based strategies in Reading, Math, and Science then our teachers will be more likely to use the practices in their classroom

PD Opportunity 1

To improve engagement in all subject areas teachers will participate in DAY 1 and Day 2 Kagan Training.

Facilitator

Kagan Trainer

Participants

All Teachers

Schedule

Semiannually, from 10/31/2017 to 2/26/2018

PD Opportunity 2

Teachers will participate in after school PD and work on planning for differentiation during small group time and power hour.

Facilitator

Highly Effective teachers, school based coaches, and district coaches

Participants

All instructional staff

Schedule

Weekly, from 10/16/2017 to 4/26/2018

VI. Technical Assistance Items

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

G2. Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard.

G2.B2 Some teachers lack the capacity to implement research based practices to improve engagement in all subjects because they have not received adequate training.

G2.B2.S1 If we conduct weekly PD for research based strategies in Reading, Math, and Science then our teachers will be more likely to use the practices in their classroom

TA Opportunity 1

Teachers will participate in Kagan training to help them incorporate collaborative pairs to improve engagement in all subjects.

Facilitator

Kagan Trainer

Participants

20 Kathleen Elementary teachers

Schedule

Semiannually, from 12/2/2017 to 1/27/2018

VII. Budget

1	G1.B1.S1.A1	Professional development provided to teachers on the CHAMPS model on the first two professional development days and early release PD days.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1221 - Kathleen Elementary School	General Fund		\$0.00
<i>Notes: Notes</i>						
			1221 - Kathleen Elementary School	Title I, Part A		\$0.00
<i>Notes: Notes</i>						
2	G1.B1.S1.A2	Immediate feedback will be provided during daily observations to correct and reinforce CHAMPS. School wide trends positive or negative will be highlighted in the weekly newsletter to staff.				\$0.00
3	G1.B1.S1.A3	Any teachers who need further coaching in CHAMPS implementation will be identified during the leadership meetings for the Reading, Math, or Science coach to begin the coaching cycle.				\$0.00

4	G1.B2.S1.A1	The PBIS team will create 5 PRIDE lessons explicitly teaching what it means to have cougar PRIDE.				\$0.00
5	G1.B2.S1.A2	Each week one of Ron Clarks essential 55 rules for the successful student will be a focus school wide. This will be announced over the intercom and put in the weekly newsletters.				\$0.00
6	G1.B2.S1.A3	After creating the PRIDE lessons members from the PBIS explicitly teach all of the other teachers how to present the PRIDE lessons to all students.				\$0.00
7	G1.B2.S1.A4	Administration will monitor to ensure the lessons are being taught in the classroom.				\$0.00
8	G1.B3.S1.A1	We will have quarterly award ceremonies to recognize exemplary attendance and grades.				\$0.00
9	G1.B3.S1.A2	To improve the classroom learning environment we will provide teachers with a better selection of books for their classroom library. We will also purchase more books for the school library.				\$49,589.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1221 - Kathleen Elementary School	Title, I Part A		\$10,000.00
<i>Notes: Classroom Libraries</i>						
	5100	510-Supplies	1221 - Kathleen Elementary School	UniSIG		\$39,589.00
<i>Notes: Classroom Libraries</i>						
10	G1.B3.S1.A3	Students will be acknowledge for their participation in AR quarterly with an AR celebration recognizing students who met their reading goal for the 9 weeks.				\$0.00
11	G1.B4.S1.A1	Recognize instructional staff and paraprofessionals that come and remain at the school.				\$65,904.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1221 - Kathleen Elementary School	UniSIG	55.0	\$55,000.00
<i>Notes: Recruitment/Retention bonuses</i>						
	5100	150-Aides	1221 - Kathleen Elementary School	UniSIG	7.0	\$1,750.00
<i>Notes: Recruitment/Retention bonuses</i>						
	5100	210-Retirement	1221 - Kathleen Elementary School	UniSIG	62.0	\$4,512.00
	5100	220-Social Security	1221 - Kathleen Elementary School	UniSIG	62.0	\$4,324.00
	5100	240-Workers Compensation	1221 - Kathleen Elementary School	UniSIG	62.0	\$318.00
12	G2.B1.S1.A1	All teachers will participate in "The Essentials for Standards-Driven Classrooms" book study. To reinforce making learning targets and what types of students assessment/tasks meet the full intent of the standard.				\$0.00

13	G2.B1.S1.A2	With the support of the school based coaches and administrators, teachers will participate in weekly collaborative planning sessions with a focus on learning targets and Marzano's taxonomy.				\$0.00
14	G2.B1.S1.A3	Administration and school/district based academic coaches will conduct observations and give specific feedback to teachers daily.				\$0.00
15	G2.B1.S1.A4	Any teachers still struggling to implement the learning targets will go through a coaching cycle with one of the academic coaches.				\$0.00
16	G2.B1.S1.A5	School wide teachers will participate in two days of curriculum planning. One day in the Fall and one day in the Spring. On both days school based and district coaches will assist in covering an engagement strategy and formative assessments (Collaborative pairs, writing to new learning, graphic organizers, etc.) to embed within their lesson plans.				\$5,876.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1221 - Kathleen Elementary School	Title, I Part A		\$5,876.00
17	G2.B1.S2.A1	Teachers will maintain a data notebook with relevant student data in all subject areas. (STAR, STAR early literacy, ISIP, Math Modules, and IBTP Science)				\$24,914.24
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	160-Other Support Personnel	1221 - Kathleen Elementary School	Title, I Part A		\$24,914.24
Notes: Network Manager to support teachers technology needs.						
18	G2.B1.S2.A2	Data notebooks will be reviewed with teachers every month to discuss trends in data and give support if needed.				\$0.00
19	G2.B1.S2.A3	Students who are not progressing as expected will be targeted for before and after school tutoring.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	1221 - Kathleen Elementary School	School Improvement Funds		\$10,000.00
20	G2.B2.S1.A1	Using research based strategies, the leadership team will plan for professional development to improve Reading instruction.				\$51,573.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1221 - Kathleen Elementary School	UniSIG	1.0	\$39,106.00
Notes: Reading Coach						
	6400	220-Social Security	1221 - Kathleen Elementary School	UniSIG	1.0	\$2,992.00
	6400	210-Retirement	1221 - Kathleen Elementary School	UniSIG	1.0	\$3,097.00

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	6400	231-Health and Hospitalization	1221 - Kathleen Elementary School	UniSIG	1.0	\$6,140.00
	6400	232-Life Insurance	1221 - Kathleen Elementary School	UniSIG	1.0	\$19.00
	6400	240-Workers Compensation	1221 - Kathleen Elementary School	UniSIG	1.0	\$219.00
21	G2.B2.S1.A2	Using research based strategies, the leadership team will plan for professional development to improve Science instruction.				\$51,964.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1221 - Kathleen Elementary School	UniSIG	1.0	\$39,443.00
			<i>Notes: Math/Science Coach</i>			
	6400	220-Social Security	1221 - Kathleen Elementary School	UniSIG	1.0	\$3,017.00
	6400	210-Retirement	1221 - Kathleen Elementary School	UniSIG	1.0	\$3,124.00
	6400	231-Health and Hospitalization	1221 - Kathleen Elementary School	UniSIG	1.0	\$6,140.00
	6400	232-Life Insurance	1221 - Kathleen Elementary School	UniSIG	1.0	\$19.00
	6400	240-Workers Compensation	1221 - Kathleen Elementary School	UniSIG	1.0	\$221.00
22	G2.B2.S1.A3	Using research based strategies, the leadership team will plan for professional development to improve Math instruction.				\$0.00
23	G2.B2.S1.A4	To improve engagement in all subject areas teachers will participate in DAY 1 and Day 2 Kagan Training.				\$10,958.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	131300-CONSULTING SERVICES - GENERAL	1221 - Kathleen Elementary School	School Improvement Funds		\$10,958.00
24	G2.B2.S1.A5	Head phones will be purchased to support the istation Reading/Math and Accelerated Reader programs. These programs are essential to improving student engagement and reteaching standards.				\$2,034.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	510-Supplies	1221 - Kathleen Elementary School	School Improvement Funds		\$2,034.00
25	G2.B2.S1.A6	Teachers will participate in after school PD and work on planning for differentiation during small group time and power hour.				\$25,714.85
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	6400	120-Classroom Teachers	1221 - Kathleen Elementary School	Title, I Part A		\$25,714.85
26	G2.B2.S1.A7	Teachers will participate in Kagan training to help them incorporate collaborative pairs to improve engagement in all subjects.				\$8,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	132813-TRAINING SERVICES - INSTRUCTORS	1221 - Kathleen Elementary School	Title, I Part A		\$8,900.00
			<i>Notes: Kagan Trainer for Day 1 and Day 2</i>			
					Total:	\$307,427.09