

Polk County Public Schools

Karen M. Siegel Academy



2018-19 Schoolwide Improvement Plan

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Karen M. Siegel Academy

935 EVENHOUSE RD, Lake Alfred, FL 33850

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	68%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

We establish a safe secure environment to serve the unique needs of students with complex disabilities and their families. Those entrusted to us will be provided with a personalized life enriching curriculum that includes skills for functional living and an improved quality of life. Our graduates will confidently and actively participate as valued members of their community.

Provide the school's vision statement.

Our graduates will confidently and actively participate as valued members of their community.

School Leadership Team

Membership

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

Name	Title
Reynolds, Maggie	Principal
Naab, Collenna	Teacher, ESE
Schlencker, Herbert	Instructional Technology
Owens, jennifer	Administrative Support
Kauffman, Rubie	Assistant Principal
Baker, Kathy	Other

Duties

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

Each member of the team fills very specific roles and responsibilities as instructional leaders and support staff for the administration, teachers, paraeducators and families served at our school. The administration will support and oversee all school initiatives and assign specific tasks as they develop throughout the year. Technology components will be managed by Trelane Schlenker. Compliance will be the responsibility of Colleena Naab. Kathy Baker will focus on professional development and training of teachers and students with regards to communication. School administration will oversee all trainings to ensure they are delivered in a consistent manner.

KMSA Daily Agenda-this is sent back and forth to parents daily to inform parents on a daily basis about their child's day at school. Including, but not limited any physical or behavioral concerns they may have arisen.

KMSA weekly newsletter-sent home weekly to inform parents of what standards will be addressed in the classroom during that week as well as any upcoming events or special recognitions that are going on at the school.

KMSA school website-provides all stakeholders with information about our school such as the history of the school, the contact information for the school administration and the teachers, current and upcoming events, and online resources.

School Marquee-used to highlight upcoming events at the school.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Year 2016-17 - Updated

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

English Language Arts. The test was recently revised, so there is no comparison data.

Which data component showed the greatest decline from prior year?

na

Which data component had the biggest gap when compared to the state average?

na

Which data component showed the most improvement? Is this a trend?

Math, it is difficult to determine as there were no scores the prior year.

Describe the actions or changes that led to the improvement in this area.

The Datafolio assessment was created by the state and is the most appropriate assessment for our most significant students. Teachers are developing a deeper understanding of the new standards and working on strategies for instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	60%	0%	56%	55%
ELA Learning Gains	0%	52%	57%	0%	57%	54%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	0%	46%	52%	0%	50%	49%
Math Achievement	0%	55%	61%	0%	54%	56%
Math Learning Gains	0%	54%	58%	0%	52%	54%
Math Lowest 25th Percentile	0%	51%	52%	0%	48%	48%
Science Achievement	0%	48%	57%	0%	52%	52%
Social Studies Achievement	0%	85%	77%	0%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement
 Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Communication
Rationale	The majority of the school population are more than 3 years behind in developmental communication skills.
Intended Outcome	Increase communication during classroom instruction and social activities as scored on the Communication Matrix/Communication Profile and the Brigance.
Point Person	Maggie Reynolds (maggie.reynolds@polk-fl.net)
Action Step	
Description	Train all new staff on Communication assessments and strategies and work closely with any new student on campus until staff are comfortable with their communication plan.
Person Responsible	Kathy Baker (kathy.baker@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Track communication baselines and progress and discuss monthly during PLC.KMSA Daily Agenda-this is sent back and forth to parents daily to inform parents on a daily basis about their child's day at school. Including, but not limited any physical or behavioral concerns they may have arisen. KMSA weekly newsletter-sent home weekly to inform parents of what standards will be addressed in the classroom during that week as well as any upcoming events or special recognitions that are going on at the school. KMSA school website-provides all stakeholders with information about our school such as the history of the school, the contact information for the school administration and the teachers, current and upcoming events, and online resources. School Marquee-used to highlight upcoming events at the school.
Person Responsible	Maggie Reynolds (maggie.reynolds@polk-fl.net)
Activity #2	
Title	ELA
Rationale	Only 33 percent of students who participated in the Florida Standards Alternate Assessment performance task test demonstrated gains.
Intended Outcome	Increase the percent of students able to demonstrate gains on the FSAA performance task.
Point Person	Maggie Reynolds (maggie.reynolds@polk-fl.net)
Action Step	
Description	Ensure that teachers are planning lessons that align to the standards and meet the complexity needed to demonstrate gains. Increase reading passages in the classroom.
Person Responsible	Rubie Kauffman (rubie.kauffman@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Monitor lesson plans and reading passages.
Person Responsible	[no one identified]