
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	D*

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.

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.

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
!

School Leadership Team

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

Duties

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

Mrs. Nadia Lewis is the principal and instructional leader of the school. In this role she analyzes data to determine areas of strengths and weaknesses. Data meetings are held frequently throughout the year to address areas of concern, make action steps, and assess the effectiveness of implementation in all subjects and grade levels.

Mrs. Rebecca Wiggins is the assistant principal and helps implement the vision of the instruction leader. As the assistant principal Mrs. Wiggins takes an active role in grade level planning sessions, data meetings, and observes teachers to give immediate feedback on teaching practices.

Mr. Pollock serves as the school's guidance counselor for all grade levels. He also analyzes academic, behavior, and attendance data to identify areas in need of improvement. With his expertise he gives the team and teachers valuable information on how to meet the social and emotional needs of students.

Mrs. Renee Howell serves as the school's reading coach. During planning sessions Mrs. Howell uses her expertise to help teachers understand the full intent of the ELA standards and gives examples of tasks that will reach the full intent of the standards. In classrooms, Mrs. Howell observes teachers and gives suggestions to improve student engagement and rigor.

Mrs. Danielle Emmons serves as the school's Math and Science coach. Mrs. Emmons uses her expertise to help teachers understand the full intent of the Math and Science standards and gives examples of tasks that will reach the full intent of the standards. In classrooms, Mrs. Emmons observes teachers and gives suggestions to improve students engagement and rigor.

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	38	40	24	24	23	19	0	0	0	0	0	0	0	168
One or more suspensions	10	9	7	18	12	8	0	0	0	0	0	0	0	64
Course failure in ELA or Math	0	0	4	4	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	40	24	21	0	0	0	0	0	0	0	85
	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		2	7	5	20	9	7	0	0	0	0	0	0	50

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	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/9/2018

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	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

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	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	2	4	4	0	0	0	0	0	0	0	0	0	10
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

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?

The lowest data component was Science proficiency. This is somewhat of a trend since the only year the school scored in the 40% range was 2016-2017 school year. Also, our ELL and Black student data showed substantial gaps in achievement. In each assessment these two groups are drastically under performing white students. This is a trend that is seen from 2014-2015 to 2017-2018.

Which data component showed the greatest decline from prior year?

The largest decline in achievement was in Science. Proficiency scores in the 2016-2017 school year were 45% proficient and proficiency scores in the 2017-2018 school year were 34%, which was an 11% drop in proficiency.

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

The largest gap in achievement is in Science. School proficiency scores are 21 percentage points below the state average.

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

The most improvement was seen in ELA learning gains. In this data component the school improved 19 percentage points. Moving learning gains in ELA from 30% to 49%.

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

There were several changes made that helped improve reading scores. First, all teachers worked to create and maintain a successful learning environment where students could feel safe physically and emotionally. Second, we celebrated student and teacher success. Third, we created a culture of accountability by sharing our data with our grade level and discussing what was and wasn't working. Fourth, we strategically targeted bubble students and the bottom 25% of our students for remediation outside of the normal instructional time.

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	44%	50%	56%	38%	48%	52%
ELA Learning Gains	49%	51%	55%	48%	49%	52%
ELA Lowest 25th Percentile	46%	45%	48%	38%	42%	46%
Math Achievement	42%	58%	62%	39%	54%	58%
Math Learning Gains	51%	56%	59%	56%	52%	58%
Math Lowest 25th Percentile	48%	44%	47%	47%	41%	46%
Science Achievement	34%	53%	55%	30%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	38 (28)	40 (28)	24 (20)	24 (25)	23 (23)	19 (17)	168 (141)
One or more suspensions	10 (0)	9 (3)	7 (0)	18 (0)	12 (0)	8 (0)	64 (3)
Course failure in ELA or Math	0 (0)	0 (0)	4 (0)	4 (0)	0 (0)	0 (0)	8 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (0)	24 (31)	21 (31)	85 (62)
	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	43%	51%	-8%	57%	-14%
	2017	49%	53%	-4%	58%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	52%	48%	4%	56%	-4%
	2017	29%	51%	-22%	56%	-27%
Same Grade Comparison		23%				
Cohort Comparison		3%				
05	2018	40%	50%	-10%	55%	-15%
	2017	28%	44%	-16%	53%	-25%
Same Grade Comparison		12%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	56%	-16%	62%	-22%
	2017	50%	58%	-8%	62%	-12%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	47%	57%	-10%	62%	-15%
	2017	46%	60%	-14%	64%	-18%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
05	2018	39%	56%	-17%	61%	-22%
	2017	32%	47%	-15%	57%	-25%
Same Grade Comparison		7%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	37%	51%	-14%	55%	-18%
	2017					
Cohort Comparison						

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
SWD	7	33		13	23						
ELL	13	38		33	48		25				
BLK	37	32		21	37						
HSP	29	47	47	41	44	50	30				
WHT	53	56	54	48	58	58	44				
FRL	43	51	50	39	47	42	36				
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
SWD	24	38	38	28	33	29					
ELL	19	20	30	31	50						
BLK	31	17	23	31	28		27				
HSP	33	27	33	33	32	25	54				
MUL	8			23							
WHT	47	38	64	57	53	38	58				
FRL	37	28	44	41	41	37	40				

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	Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard.
Rationale	Our school continues to make the shift toward more rigorous standards based instruction. In order for students to achieve mastery they must be actively engaged in lessons that aligned to the standards. To reach the full complexity of the standards, teachers will need to allow students the opportunity to take on more responsibility of the learning. They will need to challenge each others ideas and be given real world problems to solve in all subjects.
Intended Outcome	The intended outcome is to close the achievement gaps in our subgroups and raise achievement for all students in every subject.
Point Person	Nadia Lewis (nadia.lewis@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none">1) The first step in achieving this goal will be for all instructional staff to analyze the state assessment data and determine what areas we excelled in and what areas are in need of improvement. We will then discuss the best way to close the subgroup achievement gaps.2) Time for curriculum planning will be strategically scheduled in the summer, first or second quarter of the school year and third or fourth quarter of the school year. Teachers will also be reimbursed for after school planning should they choose to attend.3) Once the first progress monitoring assessments have been taken in August, the leadership team will analyze the data and form tutoring groups for ELA and Math.4) Celebrations will be held monthly and quarterly to encourage students who have make gains.5) Resources for standards based tasks will be purchased for ELA, Math, and Science. (Reflex Math, Social Studies Weekly, Science Spin)
Person Responsible	Nadia Lewis (nadia.lewis@polk-fl.net)

Plan to Monitor Effectiveness

Description	Actions plans and implementation of each plan will be reviewed monthly during MTSS data days.
Person Responsible	Nadia Lewis (nadia.lewis@polk-fl.net)

Activity #2	
Title	At all levels, we will work to increase parent engagement by improving communication school wide. (Newsletters, Class Dojo, Committees, etc.)
Rationale	Research has shown, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Our responsibility as a school is to ensure that parents are aware of school events and ways that they can become more involved in their child's education.
Intended Outcome	The intended outcome of this focus is to give parents and guardians the information necessary to become more involved in their child's education. Their involvement will improve student attendance, achievement, and their ability to cope in a school setting.
Point Person	Danielle Emmons (danielle.emmons@polk-fl.net)
Action Step	
Description	1) Teachers will have a training covering best practices for parental involvement given by our Title I coordinator. 2) Every grade level will be responsible for a weekly newsletter for parents to stay up to date on activities taking place at school and what curriculum is currently being covered. 3) The administration will create a monthly newsletter for parents with information from the ELA, Math, Science, and Title I departments.
Person Responsible	Nadia Lewis (nadia.lewis@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Every teacher has been assigned a committee to meet with monthly. One of the committees has been assigned the duty of checking that the newsletters have been posted on the website. Grade chairs will turn them into administration before they are printed and sent home to parents.
Person Responsible	Nadia Lewis (nadia.lewis@polk-fl.net)

Activity #3

Title	Teachers will create and maintain a successful learning environment in all classrooms.
Rationale	Maintaining a safe and successful learning environment is as critical to improving student achievement as rigorous instruction. In order for all students to perform at their highest level they must feel safe physically and emotionally. This allows for them to take risks in their learning without the fear of ridicule.
Intended Outcome	The intended outcome is to create a physically and emotionally safe learning environment for all students to meet their full potential.
Point Person	Nadia Lewis (nadia.lewis@polk-fl.net)

Action Step

Description	1) All teachers will review the CHAMPS expectations and the PBIS program on the first teacher work day. 2) All teachers will attend two days of Kagan training focused on student engagement and cooperative learning. 3) Selected teachers will be provided coaching by a Kagan professional on specific cooperative structures.
Person Responsible	Nadia Lewis (nadia.lewis@polk-fl.net)

Plan to Monitor Effectiveness

Description	The leadership team will analyze discipline reports and progress monitoring to determine the effectiveness of the action plan.
Person Responsible	Thomas Pollock (thomas.pollock@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

School community stake holders come together throughout the year to develop a Parent and Family Engagement Plan. The plan outlines how we as a school community will keep parents informed, provide resources for parents and families, and provide opportunities throughout the year to build capacity with our parents and families. Review the PFEP for more details.

PFEP Link

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

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.

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 with our kindergarten teachers, and receive information about things that parents can do to prepare their children for kindergarten. 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 sent to daycares within the school zone. 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.

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.

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.

Part V: Budget

Total:	\$0.00
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