

Leon County Schools

Killearn Lakes Elementary School



2018-19 Schoolwide Improvement Plan

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Killearn Lakes Elementary School

8037 DEER LK E, Tallahassee, FL 32312

<https://www.leonschools.net/killearnlakes>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	16%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Leon 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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Wagner, Brenda	Principal
McGrotha, Hank	Assistant Principal
Mejia, Jan	School Counselor
	Other

Duties

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

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

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	10	10	8	7	11	17	0	0	0	0	0	0	0	63
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	1	6	13	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	9	5	0	0	0	0	0	0	0	14

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	0	3	4	0	0	0	0	0	0	0	8

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	3	4	0	1	0	1	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 8/28/2018

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	11	5	0	1	3	8	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	3	4	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	12	4	11	0	0	0	0	0	0	0	27

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

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

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	11	5	0	1	3	8	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	3	4	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	12	4	11	0	0	0	0	0	0	0	27

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

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

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?

ELA (LOWEST 25%) PERFORMED THE LOWEST WITH 62% OF OUR STUDENTS SCORING LEVEL 3 OR ABOVE. The data over a 3 year period indicates that this is not a trend.

Which data component showed the greatest decline from prior year?

ELA (LOWEST 25%) SHOWED THE GREATEST DECLINE FROM PREVIOUS YEAR (WE DROPPED 7% IN THIS COMPONENT).

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

WE ARE WELL ABOVE THE STATE AVERAGE IN ALL COMPONENTS

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

MATH LEARNING GAINS SHOWED THE MOST IMPROVEMENT (INCREASE OF 6%). The data over a 3 year period indicates that this is not a trend.

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

- TWO FACTORS THAT HELPED IN THIS COMPONENT
1. INCREASE USE OF MATH VOCABULARY IN MATH INSTRUCTION
 2. HIRING A FULL TIME MATH INTERVENTION TEACHER

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	85%	57%	56%	85%	57%	52%
ELA Learning Gains	73%	53%	55%	70%	55%	52%
ELA Lowest 25th Percentile	62%	46%	48%	66%	49%	46%
Math Achievement	88%	61%	62%	87%	62%	58%
Math Learning Gains	79%	55%	59%	84%	63%	58%
Math Lowest 25th Percentile	69%	40%	47%	76%	47%	46%
Science Achievement	84%	52%	55%	81%	50%	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	10 (11)	10 (5)	8 (0)	7 (1)	11 (3)	17 (8)	63 (28)
One or more suspensions	0 (0)	1 (0)	0 (0)	0 (3)	0 (4)	0 (1)	1 (8)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	6 (0)	13 (0)	20 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (12)	9 (4)	5 (11)	14 (27)

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	87%	61%	26%	57%	30%
	2017	85%	62%	23%	58%	27%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	84%	58%	26%	56%	28%
	2017	82%	59%	23%	56%	26%
Same Grade Comparison		2%				
Cohort Comparison		-1%				
05	2018	85%	57%	28%	55%	30%
	2017	86%	61%	25%	53%	33%
Same Grade Comparison		-1%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	86%	64%	22%	62%	24%
	2017	84%	60%	24%	62%	22%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	92%	62%	30%	62%	30%
	2017	87%	64%	23%	64%	23%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2018	85%	58%	27%	61%	24%
	2017	87%	63%	24%	57%	30%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	84%	56%	28%	55%	29%
	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	50	54	37	47	47	38	37				
ELL	73			91							
ASN	92	94		88	89						
BLK	60	57		60	71						
HSP	84	69		95	85						
MUL	67	73		56	55						
WHT	87	73	61	91	80	76	85				
FRL	68	68	63	68	73	52	71				
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	61	70	63	61	61	55	57				
ELL	86			93							
ASN	94	90		95	100						
BLK	79	68		67	47		60				
HSP	84	54		88	69						
MUL	91			82							
WHT	86	77	68	89	74	72	80				
FRL	76	78	69	76	70	60	68				

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	62% of our students identified as the lowest 25% sub group demonstrated learning gains on the 2018 FSA/ELA assessment.
Rationale	This area of focus was identified after reviewing school test data which showed this sub group dropping 7 percentage points from the prior year (69% to 62%). Even though, this group is still well above the District and State average, the lowest 25% group will be an area of emphasis for the 2018-19 school year.
Intended Outcome	To increase the percentage of students demonstrating learning gains in reading that have been identified as the lowest 25% sub group. Our goal is to improve 2% points (62% to 64% in this area).
Point Person	Brenda Wagner (wagnerb@leonschools.net)
Action Step	
Description	These students identified as the lowest 25% in Reading, will receive additional instructional practice and remediation. These students will receive intensive reading intervention to meet their specific needs through a variety of reading intervention programs. In addition, these students will have the opportunity to participate in our after school program for struggling students (LEAP).
Person Responsible	Brenda Wagner (wagnerb@leonschools.net)
Plan to Monitor Effectiveness	
Description	Administration will monitor student progress monthly by reviewing progress monitoring folders for these targeted students. Teachers are required to submit these folders which include recording data on STAR, AIMSWEB, iReady, and Wonders assessments monthly to administration.
Person Responsible	Brenda Wagner (wagnerb@leonschools.net)

Activity #2	
Title	69% of our students identified as the lowest 25% sub group demonstrate learning gains on the 2018 FSA/Math assessment.
Rationale	This area of focus was identified after reviewing school test data. Even though, this group is well above the District and State average, the lowest 25% group will be an area of emphasis for the 2018-19 school year.
Intended Outcome	To increase the percentage of students demonstrating learning gains in Math that have been identified as the lowest 25% sub group. Our goal for this area is to improve 2% points, (69% to 71%) in learning gains for this sub group.
Point Person	Brenda Wagner (wagnerb@leonschools.net)

Action Step	
Description	These students identified as the lowest 25% in Math, will receive additional instructional practice and remediation through our Math intervention class. In addition, these students will have the opportunity to participate in our after school program for struggling students (LEAP).
Person Responsible	Brenda Wagner (wagnerb@leonschools.net)

Plan to Monitor Effectiveness	
Description	Administration will monitor student progress monthly by reviewing progress monitoring folders for these targeted students. Teachers are required to submit these folders to administration which include all data related to Math.
Person Responsible	Brenda Wagner (wagnerb@leonschools.net)

Activity #3	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

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.

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

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.

Killearn Lakes utilizes a variety of methods to ensure the social-emotional needs of all students are met. We have a comprehensive guidance and counseling program that offers one on one small group and large group guidance sessions. The guidance department works closely with our school social worker to support families and make appropriate referrals in order to provide more extensive counseling support. In addition, KLES supports Holiday giving programs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

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

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

Part V: Budget

Total:	\$2,616.00
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