# Killearn Lakes Elementary School



# 2018-19 Schoolwide Improvement Plan

## Table of Contents

# 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.**

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

**Provide the school's vision statement.**

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

### 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 |

**Leon - 0481 - Killearn Lakes Elem. School - 2018-19 SIP**

*Killearn Lakes Elementary School*

**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 | |

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

**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 |
|---|---|