



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Kissimmee Elementary School

3700 W DONEGAN AVE

Kissimmee, FL 34741

407-935-3640

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
63%

Alternative/ESE Center
No

Charter School
No

Minority Rate
92%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Kissimmee Elementary School

Principal

David Noyes

School Advisory Council chair

Michael Sanchez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
David Noyes	Principal
Tracy Shenuski	Assistant Principal
Barbara Langley	MTSS Coach
Maryellen Sommers	Literacy Coach
Amanda Geibel	Math/Science Coach

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Elections were held at the first SAC meeting in September. Michael Sanchez was elected as SAC Chair and Maria Santiago was elected as SAC Secretary.

SAC Chair- Michael Sanchez- Develops the SAC Agenda with Mr. Noyes, the Principal. The SAC Chair facilitates the SAC meeting. The Chair attends the monthly SAC Cadre meetings by the district and reports back to SAC. He presents the School Climate Survey information as preparation of the next year SIP starts. As part of the meetings, a review of the current school goals are discussed to monitor progress periodically. There is a SAC planning day scheduled in the Spring to review the current SAC plan and start working on the next years goals. Any person involved in SAC is welcome to participate. The administration is there to participate and give answers about the SIP. The agreed upon changes will become a part of the next years plan. Another area that the chair monitors and helps is with the recruitment of SAC members among the parents and community.

SAC Secretary- Maria Santiago- Prepares the agenda, keeps minutes during the SAC meeting. She prepares the minutes and the agenda and is responsible for sending out the information one week

before the meeting. She is also responsible to send a copy of the agenda and minutes to county office every month.

The school demographics are: Caucasian- 5%, Black- 11%, Hispanic 79%, Asian 2% and Other 6%.

The SAC demographics are Caucasian 33%, Black- 0%, Hispanic 60%, Asian 0%, and Other 6%.

The SAC school related members are 18% and the parent members are 81%.

This year we have started with a strong SAC attendance, 48 participants. Our goal is to maintain our parent and community involvement.

Involvement of the SAC in the development of the SIP

At the conclusion of the 2012-2013 school year, the SAC committee met to review school climate survey data and determine future needs of the school. The goals were not changed until the SAT 10 data and FCAT data was disaggregated. for targeted improvement.

At the beginning of this school year the SAC plan was revisited and data was shared. The final approval of the plan will come at the October meeting.

Activities of the SAC for the upcoming school year

The SAC meetings will be held monthly on the 2nd Wednesday of each month. The committee will review old business and discuss new business. At each meeting the administrator will update what is happening in the school. Progress on the school goals will be reviewed throughout the school year, SAC will have an opportunity to ask questions and have input. Additional concerns that are brought to SAC will be addressed.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

David Noyes

Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Performance Record

Tracy Shenuski

Asst Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Certifications include Elementary Education Grades 1-6,
Educational Leadership, School Principal K-12, ESOL
Endorsement
Bachelor of Science in Elementary Education Grades 1-6
Masters of Education in Educational Leadership

Performance Record**Instructional Coaches****# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Barbara Langley**

Full-time / School-based

Years as Coach: 7

Years at Current School: 1

Areas

RtI/MTSS

Credentials

BS of Education- Northern Arizona University
Masters in Business/Human Resources- Amber University
Reading Endorsement
ESOL Endorsement
Media Specialist Endorsed

Performance Record**Amanda Geibel**

Full-time / School-based

Years as Coach: 4

Years at Current School: 9

Areas

Mathematics, Science

Credentials

Bachelor of Science in Elementary Education K-6
Masters of Science in Elementary Reading and Math K-6
Certifications in Elementary K-6, Exceptional Student Education
K-12, and ESOL K-12

Performance Record

MaryEllen Sommers

Full-time / School-based

Years as Coach: 11

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Masters in Education
 Reading Endorsement
 ESOL Endorsement
 Certifications in Elementary Education 1-6, EH/SED K-13, VE
 K-12, and SLD K-12

Performance Record**Classroom Teachers****# of classroom teachers**

71

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

54, 76%

ESOL endorsed

37, 52%

reading endorsed

11, 15%

with advanced degrees

27, 38%

National Board Certified

3, 4%

first-year teachers

6, 8%

with 1-5 years of experience

13, 18%

with 6-14 years of experience

27, 38%

with 15 or more years of experience

24, 34%

Education Paraprofessionals**# of paraprofessionals**

20

Highly Qualified

20, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Mr. Noyes, the principal attends any teacher recruitment opportunity. There is an ongoing effort to locate new teachers through district and university resources. The teachers are contacted about future teaching opportunities. The new teacher mentoring program runs throughout the school year and is facilitated by Barbara Langley, the MTSS Coach. There is a monthly breakfast for all teachers that are new to the staff for information and support, Chassidy Young is the facilitator.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

There is a year long mentoring program for new teachers. The teachers are assigned a mentor , who has been selected based on the needs and grade level of the new teacher. There will be a monthly new teacher meeting to cover important issues, such as report cards and behavior plans. New teacher will also receive help from the academic coaches throughout the year. The Harry Wong videos will be shown and discussed in the first part of the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership team meets monthly to review school wide data and students receiving MTSS interventions. The first meeting the team reviewed the SIP Goals and the FCAT and SAT 10 data to look for school trends. meetings to review and analyze current student data to monitor all students academic progress. The committee will then make recommendations based on the needs of individual or small instruction based on the level of intensity needs.

The MTSS Leadership committee will also look at school wide data to see if there are trends in student learning that need to be identified for Tier 1 instruction. As these trends are identified teachers will receive professional development and assistant from academic coaches.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal- Oversees and monitors the MTSS program for the school

MTSS Coach- To facilitate the MTSS process and monitor the progress of students and programs

Reading Coach- Provides support and strategies for the process

School Psychologist- Review and assess student needs, testing and help monitor school progress

ESE Teacher- Provides input and suggestions for strategies and helps review student information

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

There is an MTSS Coach that monitors the MTSS process, students and programs. The school has an MTSS Committee that meets monthly to monitor progress and have input. A review of each program used, effectiveness is discussed. The committee make suggestions to enhance the program to help students succeed. The committee monitors to see if the goals set in the SIP are being made, changes will be made as necessary. All programs are research based.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS committee meets monthly to track and monitor students receiving Tier 2 and 3 services for growth.

Changes are made as necessary to the interventions. Teachers with students receiving services meet regularly with the MTSS Coach to update and discuss students and adjust

interventions. Review of STAR data quarterly

Students receiving Tier 2 services are given an Oral Reading Fluency 2 times a month and are taking the

STAR reading assessment monthly

Students receiving Tier 3 services are given weekly Oral Reading Fluency assessments and STAR every 2

weeks

In addition the all of the following assessment results are used to monitor each student's progress:

Review FCIM data bi-weekly

Leadership team reviews FCAT data and monitors progress of students

Review Osceola Writes data (4 times a year) for 4th grade

Monitor district formative assessments for math (4 times a year)

Monitor district formative assessments for science (4times a year)

A review of the curriculum will be done each year to monitor success the effectiveness/success that is used for students receiving MTSS services . All programs are research-based (as indicated in the SIP).

A report will be given to the SAC committee on the programs and progress made with students receiving Tier 2 and Tier 3 services.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

As needed or requested, an update and discussion of the MTSS program will be given at SAC meetings.

As we go through the data-based problem solving, a discussion of the current data, resources, materials and programs will be shared. The SAC committee will look at strengths and barriers and help to come up with solutions and suggestions to be included in the SIP.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 500

Select third, fourth and fifth grade students were invited to join the after school program based off of their previous FCAT scores and STAR data. The students are going to receive direct instruction from a qualified teacher in differentiated small groups based off of the identified needs of groups of students in the areas of Reading and Math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The students will be monitored using the STAR Enterprise program. The data will be analyzed by the teacher providing instruction, as well as administration and the classroom teacher. If the students are not making progress, the data will be used to look at alternate instructional strategies and curriculum will be implemented.

Who is responsible for monitoring implementation of this strategy?

School Based Leadership Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
MaryEllen Sommers	Literacy Coach
Dee Luaders	VE Teacher
Heather Gonzalez	2nd Grade Teacher
Vivian Mendez	2nd Grade Teacher
Angelica Weber	2nd Grade Teacher
Kim Parker	2nd Grade Teacher
Beatriz Jimenez	1st Grade Teacher
Lisa Cardenas	Kindergarten Teacher
Amy Miller	3rd Grade Teacher
Cynthia Escobar	4th Grade Teacher
Rhonda Greer	4th Grade Teacher
Kitty Day	4th Grade Teacher
Kris Rodgers	4th Grade Teacher
Heather Cummings	5th Grade Teacher
Mike Miller	5th Grade Teacher
Lillian Santiago-Negron	VE Teacher

Name	Title
Omayra Rosado	5th Grade Teacher
David Noyes	Principal

How the school-based LLT functions

The school-based LLT meets monthly from 1:30-3:00. During these meetings, the council discusses current trend data from testing, walkthroughs and observations, student interests, school wide reading goal, and articles and best practices about reading instruction. Each meeting is conducted with an agenda and sign-in sheet with the purpose of making school wide decisions that impact reading achievement positively. Any information presented or voted on is disseminated to all staff members through grade level meetings, staff meetings and news letters. Members of the team include administration, all grade levels K-5, support staff and the literacy coach.

Major initiatives of the LLT

In order to address the implementation of Common Core Standards, the primary focus of the LLT will be on collaborative standards based planning and instruction. Based on the most current reading achievement data, the LLT will also be targeting strategies aimed at increasing the opportunity for students to read. Examples of this include school wide AR goal, weekly recognition for star readers, assemblies and student incentives, and increased Media Center circulation.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students are given the FLKRS assessment to determine the readiness of each child.

Parents are invited to Open House on the day before school starts and to the Open House in September.

Parents and students are invited to Kindergarten Round Up in May to register their student for the upcoming school year and become familiar with the school and expectations of the students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	42%	No	60%
American Indian				
Asian				
Black/African American	65%	34%	No	69%
Hispanic	54%	42%	No	59%
White	68%	46%	No	72%
English language learners	46%	38%	No	51%
Students with disabilities	48%	14%	No	54%
Economically disadvantaged	56%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	23%	60%
Students scoring at or above Achievement Level 4	77	20%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	
Students in lowest 25% making learning gains (FCAT 2.0)		62%	

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	54	50%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	52%	Yes	57%
American Indian				
Asian				
Black/African American	51%	53%	Yes	56%
Hispanic	52%	50%	No	57%
White	55%	54%	No	60%
English language learners	44%	50%	Yes	50%
Students with disabilities	48%	29%	No	54%
Economically disadvantaged	51%	51%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	24%	57%
Students scoring at or above Achievement Level 4	99	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		57%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	245	63%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	60	62%	75%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	24%	58%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		58%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	14	2%	
Students who are not proficient in reading by third grade	94	57%	
Students who receive two or more behavior referrals	16	9%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	26%	

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The goal for parental involvement in Kissimmee Elementary is to increase the attendance in curriculum nights so parents have a clear understanding of the expectations at each grade level. Parents should also be involved in developing long term goals for the school based off current and previous data.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Volunteers			
Curriculum Nights			
School Improvement Planning Process			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase average attendance rate and reduce the number of tardies.
- G2.** Every student will be engaged in high quality, differentiated standards based instruction.

Goals Detail

G1. Increase average attendance rate and reduce the number of tardies.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- District truancy officer, school based attendance team, administration

Targeted Barriers to Achieving the Goal

- Lack of parent education regarding the importance of attendance.

Plan to Monitor Progress Toward the Goal

Educating parents on the importance of attendance.

Person or Persons Responsible

School based attendance team and truancy officer.

Target Dates or Schedule:

Daily

Evidence of Completion:

Attendance reports

G2. Every student will be engaged in high quality, differentiated standards based instruction.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common Core State Standards Professional Development, Support from Instructional Coaches, highly qualified teachers, selected core instruction text books.

Targeted Barriers to Achieving the Goal

- New adoption of Common Core Standards requires increased support and professional development for instructional staff.

Plan to Monitor Progress Toward the Goal

Walkthroughs and FCIM assessments.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule:

Daily

Evidence of Completion:

Data Assessment Trackers and iObservation

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase average attendance rate and reduce the number of tardies.

G1.B1 Lack of parent education regarding the importance of attendance.

G1.B1.S1 Early warning attendance meetings after 5 tardies, absences or early pick-ups

Action Step 1

Attendance meetings

Person or Persons Responsible

Administration, parents and district truancy officer

Target Dates or Schedule

As needed

Evidence of Completion

Signed attendance contract, copies of meeting notes, 5 day notices

Action Step 2

School wide incentive program

Person or Persons Responsible

All students

Target Dates or Schedule

Daily

Evidence of Completion

Daily attendance logs

Action Step 3

Parent seminars on attendance

Person or Persons Responsible

School staff and district truancy officer

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent meeting logs/sign in sheet

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

Parent education regarding importance of attendance

Person or Persons Responsible

School attendance team and truancy officer

Target Dates or Schedule

Daily

Evidence of Completion

Average daily attendance monthly report, attendance logs, parent sign in sheets

Plan to Monitor Effectiveness of G1.B1.S1

Provide education to parents regarding the importance of attendance.

Person or Persons Responsible

School wide attendance team and truancy office

Target Dates or Schedule

Daily or as needed

Evidence of Completion

Monthly daily attendance logs, daily attendance logs, sign-in sheets from meetings

G1.B1.S2 Parent education seminars

Action Step 1

Through parent involvement events the importance of attendance will be discussed.

Person or Persons Responsible

Administration and Guidance Counselor

Target Dates or Schedule

Two times per year

Evidence of Completion

Attendance, Sign In sheets and Agenda.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 School wide attendance incentives

Action Step 1

Attendance awards quarterly

Person or Persons Responsible

Attendance committee

Target Dates or Schedule

Four times per year

Evidence of Completion

Grade level lists of students achieving attendance goals

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Every student will be engaged in high quality, differentiated standards based instruction.

G2.B1 New adoption of Common Core Standards requires increased support and professional development for instructional staff.

G2.B1.S1 Collaboration/Planning meetings.

Action Step 1

Teams of teachers will be provided on site support through the use of instructional planning days with the Literacy and Math Coaches, four times per year.

Person or Persons Responsible

All Teachers, Math/Science and Literacy Coaches

Target Dates or Schedule

Once per quarter

Evidence of Completion

Agendas and Lesson Plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Vertical articulation meetings.

Action Step 1

Grade level PLC teams will be meeting vertically once per month to identify gaps in curriculum, student data trends and professional development needs.

Person or Persons Responsible

All teachers, administration, academic coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas sign in sheets

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Administrative classroom walkthroughs and observations.

Action Step 1

Administration will use the iObservation Walk Through System to provide on-going feedback about instructional practice.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation reports available on line

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S4 Professional development in each content area (reading and math).

Action Step 1

Provide timely professional development opportunities that are focused on targeted areas of need.

Person or Persons Responsible

Instructional Coaches and District Resource Personnel

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Professional development log through school and district.

Facilitator:

Instructional Coach or Resource teacher

Participants:

Any classroom teacher

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Walkthroughs and FCIM assessments.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Data assessment tracker and iObservation

Plan to Monitor Effectiveness of G2.B1.S4

Walkthroughs and FCIM assessments.

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Tracker from assessments and iObservation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Every student will be engaged in high quality, differentiated standards based instruction.

G2.B1 New adoption of Common Core Standards requires increased support and professional development for instructional staff.

G2.B1.S4 Professional development in each content area (reading and math).

PD Opportunity 1

Provide timely professional development opportunities that are focused on targeted areas of need.

Facilitator

Instructional Coach or Resource teacher

Participants

Any classroom teacher

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Professional development log through school and district.

Appendix 2: Budget to Support School Improvement Goals