

Leon County Schools

# Kate Sullivan Elementary School



2021-22 Schoolwide Improvement Plan

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# Kate Sullivan Elementary School

927 MICCOSUKEE RD, Tallahassee, FL 32308

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

## Demographics

**Principal: Julie Lawson**

Start Date for this Principal: 6/14/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	67%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (45%) 2016-17: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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# Kate Sullivan Elementary School

927 MICCOSUKEE RD, Tallahassee, FL 32308

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">69%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">66%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>	B	B	B	C

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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. 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.**

The mission of Kate Sullivan Elementary is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

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

Kate Sullivan will be an engaging, safe, 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lawson, Julie	Principal	Coordinates administrative oversight and plans all phases of instructional leadership for Kate Sullivan. Develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, budgets expenses, hires and evaluates staff and oversees facilities.
Nesmith, Deborah	Teacher, K-12	2nd Gr. Team Leader--collaborates with administration to ensure a successful learning environment for all students, provides leadership in the process of designing the School Improvement Plan, coaches and supports grade level teammates, provides leadership in the selection, acquisition, and management of materials and resources, manages team's internal financial account, and participates in monthly leadership and faculty meetings.
Bouie, Samantha	Teacher, K-12	3rd Gr. Team Leader--collaborates with administration to ensure a successful learning environment for all students, provides leadership in the process of designing the School Improvement Plan, coaches and supports grade level teammates, provides leadership in the selection, acquisition, and management of materials and resources, manages team's internal financial account, and participates in monthly leadership and faculty meetings
Maloney, Caitlin	Teacher, K-12	4th Gr. Team Leader--collaborates with administration to ensure a successful learning environment for all students, provides leadership in the process of designing the School Improvement Plan, coaches and supports grade level teammates, provides leadership in the selection, acquisition, and management of materials and resources, manages team's internal financial account, and participates in monthly leadership and faculty meetings
Moore, Leslie	Instructional Coach	Provides coaching and mentoring to all teachers, coordinates quarterly progress monitoring, coordinates schoolwide reading interventions and the selection and management of all intervention materials, works with small groups of targeted students, and participates in monthly leadership and faculty meetings.
Williams, Haley	Teacher, K-12	Kindergarten Team Leader--collaborates with administration to ensure a successful learning environment for all students, provides leadership in the process of designing the School Improvement Plan, coaches and supports grade level teammates, provides leadership in the selection, acquisition, and management of materials and resources, manages team's internal financial account, and participates in monthly leadership and faculty meetings
Davis, Lydia	Teacher, K-12	5th Gr. Team Leader--collaborates with administration to ensure a successful learning environment for all students, provides leadership in the process of designing the School Improvement Plan, coaches and supports grade level teammates, provides leadership in the selection, acquisition, and



Name	Position Title	Job Duties and Responsibilities
		management of materials and resources, manages team's internal financial account, and participates in monthly leadership and faculty meetings
Sperling, Brooks	Assistant Principal	Supports all efforts of the principal, develops schoolwide schedules (master, lunch, duty, etc), coordinates state standardized testing, works alongside the student recognition and discipline committee, assists the paraprofessional and custodial staff members, provides instructional feedback for teachers, assists with coordinating schoolwide events (i.e., orientation and open house), and attends monthly leadership and faculty meetings.

**Demographic Information**

**Principal start date**

Monday 6/14/2021, Julie Lawson

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

44

**Total number of students enrolled at the school**

715

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

10

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

11

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	125	118	109	108	135	0	0	0	0	0	0	0	702
Attendance below 90 percent	39	39	38	28	29	42	0	0	0	0	0	0	0	215
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	15	34	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	27	45	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	30	38	38	29	19	0	0	0	0	0	0	0	154

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	7	21	0	0	0	0	0	0	0	28

**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	5	7	0	0	1	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Monday 8/23/2021

**2020-21 - 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	
Number of students enrolled	121	112	114	132	108	127	0	0	0	0	0	0	0	714
Attendance below 90 percent	5	5	5	7	6	3	0	0	0	0	0	0	0	31
One or more suspensions	3	4	2	3	5	16	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	12	25	25	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	21	26	17	0	0	0	0	0	0	0	64

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	2	3	7	0	0	0	0	0	0	0	13

**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	7	7	2	3	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	121	112	114	132	108	127	0	0	0	0	0	0	0	714
Attendance below 90 percent	5	5	5	7	6	3	0	0	0	0	0	0	0	31
One or more suspensions	3	4	2	3	5	16	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	12	25	25	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	21	26	17	0	0	0	0	0	0	0	64

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	2	3	7	0	0	0	0	0	0	0	13

**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	7	7	2	3	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	57%	57%	54%	57%	56%
ELA Learning Gains				56%	54%	58%	43%	53%	55%
ELA Lowest 25th Percentile				43%	47%	53%	30%	46%	48%
Math Achievement				63%	64%	63%	52%	61%	62%
Math Learning Gains				71%	63%	62%	51%	55%	59%
Math Lowest 25th Percentile				55%	45%	51%	34%	40%	47%
Science Achievement				51%	52%	53%	52%	52%	55%

**Grade Level Data Review - State Assessments**  
**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	2021					
	2019	64%	61%	3%	58%	6%
Cohort Comparison						
04	2021					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-64%				
05	2021					
	2019	57%	56%	1%	56%	1%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	63%	2%	62%	3%
Cohort Comparison						
04	2021					
	2019	61%	66%	-5%	64%	-3%
Cohort Comparison		-65%				
05	2021					
	2019	61%	61%	0%	60%	1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	54%	-4%	53%	-3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The data below is from STAR Early Literacy (current 1st and 2nd), STAR Reading (current 3rd-5th), and STAR Math (all). Proficiency was determined as any student who was tested and scored at, or above, the 50th percentile during the final progress monitoring window of the 2020-2021 school year.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	65	74
	Economically Disadvantaged			
	Students With Disabilities	20	24	17
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	29	47
	Economically Disadvantaged			
	Students With Disabilities	20	27	20
	English Language Learners			

<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56	61	65
	Economically Disadvantaged	23	46	23
	Students With Disabilities	5	0	11
	English Language Learners	100	100	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	52	49
	Economically Disadvantaged	38	23	46
	Students With Disabilities	11	11	11
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	76	69
	Economically Disadvantaged Students With Disabilities	38	12	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	38	59
	Economically Disadvantaged Students With Disabilities	28	28	57
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	43	45
	Economically Disadvantaged Students With Disabilities	46	60	38
	English Language Learners	0	20	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	76	69
	Economically Disadvantaged Students With Disabilities	46	54	36
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	50	38
	Economically Disadvantaged	15	25	15
	Students With Disabilities	0	0	0
	English Language Learners	50	75	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	56	58
	Economically Disadvantaged	10	20	20
	Students With Disabilities	0	0	0
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	36			24	30						
ELL	30			40							
ASN	67			83							
BLK	45	23	19	30	49	41	21				
HSP	73			50							
MUL	50			33							
WHT	75	53		68	42		65				
FRL	39	12	13	27	29	38	11				
2019 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 2017-18	C & C Accel 2017-18
SWD	32	39	25	33	65	55	23				
ELL											

2019 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 2017-18	C & C Accel 2017-18
ASN	60			90							
BLK	45	47	38	52	64	53	43				
HSP	29	40		27	64						
MUL	78	62		83	100						
WHT	77	67	64	76	74	70	68				
FRL	46	47	38	49	64	49	37				
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	30	23	29	27	29	29					
BLK	40	35	31	38	44	36	34				
HSP	47			7							
MUL	81	47		71	47						
WHT	68	52	21	71	64	31	68				
FRL	41	38	30	39	37	23	36				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	7
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES



English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Our need to increase Learning Gains in both math and ELA is apparent in all areas and grade levels.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Learning Gains, in ELA, for the lowest 25% is the area in most need for improvement. Between the 2018 state assessments and the 2019 state assessments, our students gained 13% in this area and we would like to see similar gains on the 2022 state assessments.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Many factors come into play when looking at Learning Gains in the lowest 25%; food insecurity, student transience, and attendance issues, among other things, all seem more prevalent within this subgroup. Perhaps, however, the most impactful contributing factor moving into this new school year is the loss of instruction experienced due to the pandemic and the understanding that the aforementioned challenges are still present. In order to best meet the learning needs of this group of students we will need to meaningfully disaggregate our progress monitoring data, identify gaps in learning, and provide robust interventions to impact student learning.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

During the 2019 school year 71% of students made learning gains in math. Historically, the school is typically between 50-57% in this area.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

A strong contributing factor for this improvement was using data to drive targeted small group instruction designed to identify specific learning needs.

#### What strategies will need to be implemented in order to accelerate learning?

Regular progress monitoring assessments will need to be administered in order to identify targeted learning needs be they remediation, acceleration, or grade level expected.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Monthly meetings, with each grade level, have been scheduled for the purpose of looking at student data and participating in collaborative problem solving. While the core function of these meetings is to use data to drive instruction, the specific agendas are left open so that the meetings can evolve with the needs. District instructional developers will be visiting campus so as to provide support in the areas of math and ELA. Additionally, all teachers are participating in professional development as related to the newly adopted state of Florida standards.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

N/A

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math learning gains among all students and within our lowest 25% is an area of critical need. The challenges of the past two school years have increased the need to focus on learning gains for all students. Additionally, a focus on this area will capture the learning needs of two of our sub groups (SWD and HSP) that are performing below the federal index threshold.

**Measurable Outcome:** The three year average for the lowest 25% in learning gains for math is 43%. We would like to see our learning gains in this area meet our performance in the 2018-2019 school year of 55%.

During the 2018-2019 school year 71% of all students showed learning gains in math and we would like to maintain these gains in the 2021-2022.

**Monitoring:** Quarterly Progress Monitoring assessments will be used to monitor for improvement in this area in addition to regularly administered classroom assessments aligned to the state standards.

**Person responsible for monitoring outcome:** Julie Lawson (lawsonj2@leonschools.net)

**Evidence-based Strategy:** Using evidence-based curriculum materials and intervention materials students will receive high impact, standards-aligned whole group instruction and differentiated small group instruction 3-5 per week.

**Rationale for Evidence-based Strategy:** Standards-aligned whole group instruction ensures all students are exposed to grade level appropriate content with ample opportunity for practice and feedback. Small group instruction will allow for focused instruction on a targeted set of skills. Teachers will be able to closely monitor progress, provide immediate feedback to students, and adjust the pace of instruction as needed. Research shows that comprehensive instructional programs, feedback, clear learning goals, and small group learning all have potential to accelerate student achievement.

**Action Steps to Implement**

1. Monthly progress monitoring to determine the efficacy of instruction and to provide tiered instruction.
2. Monitor instruction to ensure it is standards based and appropriately scaffolded using Learning Progressions as a guide.
3. Provide cognitively complex opportunities for all students.
4. Monitor interventions to ensure small group instruction is being implemented according to the schedule.
5. Provide ongoing Professional Development to teachers to support instruction.

**Person Responsible** Julie Lawson (lawsonj2@leonschools.net)

*No description entered*

**Person Responsible** Julie Lawson (lawsonj2@leonschools.net)

**#2. Culture & Environment specifically relating to Discipline**

**Area of Focus**  
**Description and Rationale:** An increase in both minor (teacher managed) and major (office managed) incidents during the 2018-2019 school year highlighted an opportunity to revisit and revise our school-wide behavior management efforts.

**Measurable Outcome:** During the 2018-2019 school year, 56 incidents resulted in the out-of-school suspension of students. During the current school year we would like to see fewer than 30 incidents requiring out-of-school suspension.

**Monitoring:** The Student Recognition and Discipline committee will be meeting monthly to review discipline data.

**Person responsible for monitoring outcome:** Julie Lawson (lawsonj2@leonschools.net)

**Evidence-based Strategy:** The Student Recognition and Discipline committee has created a behavior flow chart and implemented a system of positive behavior and student recognition.

**Rationale for Evidence-based Strategy:** Research shows that rewarding positive behaviors allows students to connect their positive behaviors to the response to their behavior and therefore modify their behavior choices. Additionally, a behavior flow chart will allow for consistency in addressing student behaviors and provide for behavior interventions that supports students in order to avoid major behavior incidents that would require out-of-school suspensions.

**Action Steps to Implement**

1. Create a Discipline Committee
2. Develop a flow chart to specifically address student behaviors.
3. Establish a reward plan to promote positive behavior.
4. Discipline and Reward Committee will meet monthly to discuss areas of concern.

**Person Responsible** Julie Lawson (lawsonj2@leonschools.net)

**#3. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus Description and Rationale:</b>	During the current school year the kindergarten, first, and second grade teachers are responsible for using the newly adopted B.E.S.T. Standards.
<b>Measurable Outcome:</b>	Based upon initial progress monitoring data from the current school year, approximately 48% of all kindergarten through second grade students are at, or above, their current benchmark expectations. We would like to see this percentage increase by 10% or more.
<b>Monitoring:</b>	Quarterly Progress Monitoring assessments will be used to monitor for improvement in this area in addition to regularly administered classroom assessments aligned to the state standards.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Using evidence-based curriculum materials and intervention materials students will receive high impact, standards-aligned whole group instruction and differentiated small group instruction 3-5 per week.
<b>Rationale for Evidence-based Strategy:</b>	Standards-aligned whole group instruction ensures all students are exposed to grade level appropriate content with ample opportunity for practice and feedback. Small group instruction will allow for focused instruction on a targeted set of skills. Teachers will be able to closely monitor progress, provide immediate feedback to students, and adjust the pace of instruction as needed. Research shows that comprehensive instructional programs, feedback, clear learning goals, and small group learning all have potential to accelerate student achievement.

**Action Steps to Implement**

1. Monthly progress monitoring to determine the efficacy of instruction and to provide tiered instruction.
2. Monitor instruction to ensure it is standards based and appropriately scaffolded using Learning Progressions as a guide.
3. Provide cognitively complex opportunities for all students.
4. Monitor interventions to ensure small group instruction is being implemented according to the schedule.
5. Provide ongoing Professional Development to teachers to support instruction.

**Person Responsible** [no one identified]

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Reading among all students is a area of critical need. The challenges of the past two school years have increased the need to focus on learning gains for all students. Additionally, a focus on this area will capture the learning needs of two of our sub groups (SWD and HSP) that are performing below the federal index threshold.

**Measurable Outcome:** During the 2018-2019, school year 56% of all students showed learning gains in ELA and we would like to see our students maintain, or exceed, this in the 2021-2022 school year. Our following goals are:  
 In grade 3, we would like to maintain 73% however, our goal is 65% with learning gains at 50% or higher.  
 In grade 4, we would like to maintain 55% however, our goal is 60% with learning gains at 50% or higher.  
 In grade 5, we would like to maintain 46% however, our goal is 55% with learning gains at 50% or higher.  
 Our intended outcome is to raise the lowest quartile learning gains in ELA from 43% in the 2018-2019 school year to 50% in the 2021-2022 school year.

**Monitoring:** Quarterly Progress Monitoring assessments will be used to monitor for improvement in this area in addition to regularly administered classroom assessments aligned to the state standards.

**Person responsible for monitoring outcome:** Julie Lawson (lawsonj2@leonschools.net)

**Evidence-based Strategy:** Using evidence-based curriculum materials and intervention materials students will receive high impact, standards-aligned whole group instruction and differentiated small group instruction 3-5 per week.

**Rationale for Evidence-based Strategy:** This year we are using evidenced based -materials and being intentional with the assignment of interventions for all students. Some of the programs we are using are: Reading Mastery, Early Interventions, Quick Reads and Corrective Reading.

**Action Steps to Implement**

1. Monthly progress monitoring to determine the efficacy of instruction and to provide tiered instruction.
2. Monitor instruction to ensure it is standards based and appropriately scaffolded using Learning Progressions as a guide.
3. Provide cognitively complex opportunities for all students.
4. Monitor interventions to ensure small group instruction is being implemented according to the schedule.
5. Provide ongoing Professional Development to teachers to support instruction.

**Person Responsible** Julie Lawson (lawsonj2@leonschools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Incidents of violence (i.e., fighting, harassment, threat/intimidation) were of concern during the 2019-2020 school year according to the SafeSchoolsforAlex site. We processed 7 referrals in this area. In order to impact school culture we formed a site-based committee who's core function is to develop ways to recognize positive student behaviors and prevent behaviors requiring discipline measures. The committee has put into place ticket rewards systems to catch students doing kind things, quarterly assemblies to celebrate academic and citizenship accomplishments, a behavior flowchart to guide management of unwanted behaviors, and has plans to meet monthly to review discipline data and implement strategies when ever a need presents itself. And, while the committee is focusing its lens on topics related to unwanted behaviors, they are approaching their endeavors by focusing on positive behaviors and recognition of student thereby creating an atmosphere centered around accomplishment and kindness.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Kate Sullivan Elementary School is located in the center of town; the hospital is up the street, local businesses are next door, and the surrounding area is filled with the single family homes of many of our students. Each morning we see more "walk-up" business than anything else. Our school is a very focal point in the community and our responsibility to the community is something we take very seriously; this symbiotic relationship serves us all well. We actively engage our Parent Teacher Organization, School Advisory Committee, volunteers, mentors, and our Shared Decision Making team in all we do. The visible presence of these various groups on our campus and in the work we do demonstrates our commitment to the community at-large and creates an atmosphere of support and caring. We meet with these groups regularly and seek their input on decisions large and small, we provide them with a platform to share their ideas and engage them in the day-to-day business of the school to deepen the relationship between school and community. Our stakeholder groups contribute in many and varied ways from helping us develop academic growth targets to organizing student recognition ceremonies to celebrating our teachers to planning and hosting community festivals and so much more. The partnership that exists between the various stakeholder groups at Kate Sullivan positively impacts both our school culture and our greater community.



**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

School Advisory Council--Provides input on the School Improvement Plan topics

Parent Teacher Organization--Hosts schoolwide events, organizes faculty and staff recognition events, fundraising events

Business Partnerships--Various business partners donate for the purpose of supporting the recognition of positive student behaviors and achievement, the recognition of faculty and staff, to support student learning by providing supplies and other student materials

Site-based Committees--

ELA/S.S.—Curriculum Nights, SIP consultations, Literacy Week, Tropicana Speeches, Spelling Bee, Historical events/activities (i.e., Black History Month, Veteran’s Day, Women’s History Month, etc), and any additional ELA/S.S. events we may host

Math/Science/Tech.—Curriculum Nights, SIP consultations, Science Fest, and any additional Math/Science/ Tech events that we may host

Student Recognition and Discipline—school wide student recognition events (i.e., positive behavior initiatives, Honor Roll assemblies, etc.), schoolwide discipline discussions and/or initiatives

SITE—Shared decision making for the purposes of gathering input on decisions affecting 50% or more of the school; items for discussion can be generated by the committee or submitted to the committee by any stakeholder

Sunshine—Collection of dues, condolences, holiday event, end-of-year event (and any retirements), and 2 sunshine spreading events per school year

Volunteers/Mentors--mentors from several different organizations work alongside students to provide encouragement and positivity

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>