2013-2014 SCHOOL IMPROVEMENT PLAN

Koa Elementary School

5000 KOA ST

Kissimmee, FL 34758

407-518-1161

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	90%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	B	C	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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Koa Elementary School

Principal

Virginia Scott

School Advisory Council chair

Kathe Weisheyer

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

Name	Title
Timi Godin	Assistant Principal
Adam Ulenski	Reading Coach
Tracy Nedd	Learning Resource Teacher
Vivian Alicea	Guidance Counselor
Charles Austin	ESE Teacher

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

Our SAC membership includes parents, community members, teachers, support staff and administration. Our SAC chair is Kathe Weisheyer, Co Chair is Jeffery Patrick, .Secretary is Maritza Aquino and Membership Committee. Samuel Singh and Monica Livingstone.

Involvement of the SAC in the development of the SIP

Our School Advisory board reviews the previous years data, goals and school trends. Areas of enrichment and remediation are discussed and our targeted areas are identified and discussed throughout the school year. Parent input is requested through school surveys, SAC and PTO meetings.

Activities of the SAC for the upcoming school year

Koa School Advisory Committee will meet the 3rd Tuesday of each month. An agenda focusing on school improvement, activities and parent concerns/suggestions will be addressed at each meeting. School data will be reviewed along with our progress toward school improvement goals.

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

At the current time, Koa Elementary School Advisory Council has a balance of $329.85. No additional funds are allotted at this time.

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:

Virginia Scott		
Principal	Years as Administrator: 11	Years at Current School: 2

Credentials	B.S. in Special Education M.S. in Special Education and Educational Leadership Certifications in Elementary Education K-6, Special Education K-12, Educational Leadership K-12 and School Principal K-12.
Performance Record	2012-2013 = Principal, Koa Elementary School = C 2011-2012 = Principal, Koa Elementary School = B 2010-2011 = Assistant Principal, Narcoossee Elementary School = A 2009-2010 = Assistant Principal, Narcoossee Elementary School = A

Timi Godin		
Asst Principal	Years as Administrator: 3	Years at Current School: 4

Credentials	BS in Elementary Education MS in Educational Leadership Certifications in Elementary Education K-6, Special Education K-12, Educational Leadership K-12
Performance Record	2012-2013 = Assistant Principal, Koa Elementary School = C 2011-2012 =Assistant Principal, Koa Elementary School = B 2010-2011 = Assistant Principal, Koa Elementary School = C

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Adam Ulenski		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	Bachelors of Science in Childhood Education Masters of Science in Literacy Specialist Specialist in Education in Curriculum and Instruction with Educational Leadership Elementary Education Certification in the state of Florida Reading Endorsement in the state of Florida Early Childhood Education Certification in the state of New York Birth- 2nd Grade Childhood Education Certification in the state of New York Grades 1-6 Literacy Specialist Certification in the state of New York Birth- 6th Grade
Performance Record	Reading Coach - Koa Elementary School - C Teacher - Partin Settlement Elementary School - A

Tracy Nedd		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics, Science, Data
Credentials	Ms. Nedd holds a Bachelors Degree with certifications in Elementary Education 1-6, and Middle Grades English 6-9. Ms. Nedd also holds a Masters Degree in Educational Leadership and is ESOL Endorsed by the State of Florida.
Performance Record	Ms. Nedd demonstrates extensive knowledge in curriculum and instruction. She has received highly effective status on evaluations and consistently demonstrates character building in her coaching role with colleagues. She is organized and can manage several roles at one time with efficiency. She always exhibits a positive outlook and applies problem solving skills when needed. Ms. Nedd analyzed data with instructors and assists in supporting all staff at Koa.

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
45, 100%

 # Highly Qualified Teachers
78%

 # certified in-field
45, 100%

 # ESOL endorsed
34, 76%

 # reading endorsed
4, 9%

 # with advanced degrees
12, 27%

 # National Board Certified
0, 0%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
20, 44%

 # with 6-14 years of experience
22, 49%

 # with 15 or more years of experience
0, 0%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

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

Administration works closely with district support to obtain and retain the most qualified teachers. Koa Administration and staff participate in district job fairs. A working relationship is established between the school and teacher educational programs at the university level.

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

Beginning Teachers are assigned a veteran teacher within their same grade level and/or content area to serve as a mentor for their first year at Koa. All grade level teachers have common planning time to assist with the mentoring process and provide time built into each day for collaboration.

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

All the students in the school are assessed through several common assessments in reading and in math. The data is collected and analyzed to identify students in need of support that appear on numerous reports. Students that need support are observed and given Leveled Literacy Intervention for reading along with running records for continuous assessment. Students in need of math intervention use Moby Math which includes continuous progress monitoring..

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

As a team, we meet monthly to review data sheets and reports from our programs. Then identify what is or is not working well for our students and make recommendations for further observation and assessment. Grade level teams meet to discuss and provide suggestions of remediation for their students.

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

In reading, our students received Leveled Literacy Intervention with running records embedded in the program. Through a monthly excel data spreadsheet, teachers report out the results of the running records. In math, the students use Moby Math as a progress monitoring tool. Results are monitored on a weekly basis. All student grades are monitored by the administration every two weeks.

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

Through several data sources include running records, STAR reports, and FAIR reports for reading. In math, STAR reports, chapter tests, and Moby Math are monitored.. We use the online data management system to track attendance and behavior for trends or students at risk. Other sources of monitoring effectiveness in core classes include classroom walk-throughs, grade monitoring, teacher data chats and professional learning community meeting agendas and notes.

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

The teachers have monthly MTSS meetings with our Literacy Coach, Learning Resource Specialist, and School Counselor. These meetings are discussions around student needs and identifying the next step in the MTSS process for students in need of support or withdrawing students from the process.

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: 15,780

Literacy & Math Interventions will target ESOL, ESE, and the lowest 30% of students in grades 3-5. Teachers will use Guided Reading strategies and differentiated small group instruction to offer students opportunities to grow in Reading from independent levels currently and working towards grade level mastery.
Teachers will use Moby Max to close gaps in benchmark mastery in Math.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Teachers will progress monitor student learning gains by using Test Prep Assessments, Running Records, STAR scale scores, and Treasures Benchmark Assessments for Reading. Teachers will use Moby Max data to monitor student growth in Math. All data will be shared with the Literacy Coach, Math Coach, classroom teacher, and MTSS Coach to determine overall effectiveness of the interventions and to monitor student proficiency in Reading & Math.

Who is responsible for monitoring implementation of this strategy?

The MTSS team will be responsible for monitoring student progress in Reading & Math. The team consists of administration, classroom teacher, MTSS Coach, Literacy Coach, and Math Coach.

Strategy: Weekend Program

Minutes added to school year: 360

All 4th grade students will be invited to participate in a Language Arts boot-camp to take place on 2 Saturdays. The camp will focus on process writing strategies and skills to achieve higher scores on FCAT Writes. Teachers will use PDA Core Connections materials provided by the district consultants to increase student proficiency with Writing.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Student demand write essay scores will be tracked to show student progression according to the state mandated rubric for 4th grade FCAT Writes. Osceola Writes scores will also be tracked to measure improvement with Expository & Narrative writing.

Who is responsible for monitoring implementation of this strategy?

4th grade teachers and Learning Resource Specialist are responsible for monitoring student progress in Writing instruction.

Strategy: Before or After School Program

Minutes added to school year: 2,640

Math & Science enrichment will target the top 50 students in grade 5 scoring above grade level on STAR Math and the district Science benchmark assessment. Teachers will focus on STEM hands-on activities and AIMS units of study to enrich student content knowledge in Math & Science.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Teachers will monitor student achievement by using district Progress Monitor Assessments in Science and STAR Math Progress Monitors.

Who is responsible for monitoring implementation of this strategy?

5th Grade Science instructors and the Math/Science Coach will be responsible for monitoring student progress and overall learning gains.

Strategy: Weekend Program

Minutes added to school year: 360

All 4th grade students will be invited to participate in a Saturday Writing boot-camp to increase student achievement in Expository and Narrative process writing. PDA Core Connections materials will be used to increase student proficiency in process Writing in preparation for FCAT Writes.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Classroom Writing teachers in 4th grade will collect data from Osceola Writes Expository and Narrative assessments and weekly demand writes to monitor student progress as measured with the state mandated 6 point rubric scale. Student progress will be charted and reviewed in Writing meetings with LRS.

Who is responsible for monitoring implementation of this strategy?

4th grade writing teachers along with the Learning Resource Specialist will monitor student progress. All scores will be entered into student data tracking sheets for review.

Literacy Leadership Team (LLT)

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

Name	Title
Adam Ulenski	Reading Coach
Corie Klinger	Media Specialist

How the school-based LLT functions

The LLT meets monthly to discuss the needs of teacher, staff, and students. We discuss future professional development ideas and to plan school wide literacy events.

Major initiatives of the LLT

Our major initiative this year will be to plan professional development based on teacher feedback and interest.

Every Teacher Contributes to Reading Instruction

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

Teachers contribute to the reading improvement of every student by giving one to one assessments three times a year in the form of running records. Also, all teachers have received training in providing Journeys as our core reading program. This includes, teachers meets with students in small groups for guided reading to provide instruction at the groups instructional level. Also, each week teachers provide small group word study instruction. Teachers model and teach students patterns within words.

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

Koa Elementary School currently offers a full day Pre-K Exceptional Student Education program and Voluntary pre-school half day program. Students classrooms are housed in the primary area of our school. Teachers and students interact with primary staff on a daily basis. Opportunities are provided for students to observe kindergarten classrooms and participate in school wide lunch and breakfast. Professional development opportunities are available to all Pre-K ESE and VPK staff.

Expected Improvements

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	57%	46%	No	61%
American Indian				
Asian				
Black/African American	59%	43%	No	63%
Hispanic	53%	44%	No	58%
White	56%	62%	Yes	60%
English language learners	48%	16%	No	54%
Students with disabilities	23%	24%	Yes	31%
Economically disadvantaged	53%	46%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	188	46%	50%
Students scoring at or above Achievement Level 4	89	22%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	174	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	183	63%	68%

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)	134	57%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	29%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	68	29%	34%

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	70	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	53%	38%	No	58%
American Indian				
Asian				
Black/African American	58%	45%	No	63%
Hispanic	48%	33%	No	54%
White	51%	56%	No	56%
English language learners	47%	22%	No	52%
Students with disabilities	28%	0%	No	35%
Economically disadvantaged	51%	38%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	18%	23%
Students scoring at or above Achievement Level 4	35	9%	14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	70	44%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	66	44%	49%

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	48	34%	39%
Students scoring at or above Achievement Level 4	28	20%	25%

Florida Alternate Assessment (FAA)

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

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 *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* 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	227	26%	15%
Students retained, pursuant to s. 1008.25, F.S.	55	7%	5%
Students who are not proficient in reading by third grade	87	49%	54%
Students who receive two or more behavior referrals	81	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	41	9%	5%

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

Koa Elementary participates in a County initiative program called "Bookmark Buddies." This program focuses on reading instruction for struggling 3rd grade students. With the assistance of many community volunteers, students meet weekly with their mentor. In the 2012-2013 school year, we had 27 students participate in this program. After receiving the FCAT results for those students, 21 of the 27 students passed the FCAT which a 78% success rate.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
High at risk rate students in the third grade	27	78%	83%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student attendance from 93% to 95%.

G2. Increase standards based instruction in reading,math and science in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

Goals Detail

G1. Increase student attendance from 93% to 95%.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- 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)

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Data analysis of attendance trends for the last 2 years, Individual student attendance tracking, attendance officer weekly to meet with parents concerning attendance/tardiness.

Targeted Barriers to Achieving the Goal

- Lack of challenging and engaging lessons

Plan to Monitor Progress Toward the Goal

Monitor student attendance, conference with parents concerning attendance

Person or Persons Responsible
Administration, Data Entry, Front Office Clerk and District Attendance Officer

Target Dates or Schedule:
Weekly attendance reports and feedback

Evidence of Completion:
ODMS Management Attendance report, TERMS report on student attendance, teacher emails concerning attendance.

G2. Increase standards based instruction in reading,math and science in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- 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)

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- Resources include teacher and staff professional development, curriculum based instruction resources, reading and math coaches modeling lessons, common planning for teacher PLC's,

Targeted Barriers to Achieving the Goal
- Common planning structure
- Lack of curriculum content knowledge

Plan to Monitor Progress Toward the Goal

Monitor student progress on increasing knowledge of standards based instruction

Person or Persons Responsible
Administration/Leadership team, curriculum coaches, district curriculum support staff

Target Dates or Schedule:
Daily classroom walkthrough's and feedback, teacher data chats, weekly common planning meetings with coaches and district support staff

Evidence of Completion:
Monitor common planning templates, progress monitor common assessments, classroom walkthrough's, student data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student attendance from 93% to 95%.

G1.B1 Lack of challenging and engaging lessons

G1.B1.S2 Professional development in development and implementation of engaging and challenging lessons.

Action Step 1

Provide professional development on engaging and challenging lessons

Person or Persons Responsible

Reading coach, Math/Science Coach and ESE teacher

Target Dates or Schedule

Beginning December 1, 2013 and continuing throughout the school year

Evidence of Completion

Sign-in sheets, agenda of meetings, minutes of meetings, lesson plans, classroom walk-throughs

Action Step 2

Use data to identify trends and needs for professional development

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Leadership meeting attendance (sign in sheets), agenda and minutes from the meeting.

Action Step 3

Using the data trends to develop professional development focusing on engaging and challenging lessons

Person or Persons Responsible

Reading coach, math/science coach and ESE teacher

Target Dates or Schedule

November 15, 2013

Evidence of Completion

Agenda of professional development and outline of date/times

Facilitator:

Administration and coaches

Participants:

K-5 core teachers, block teachers

Action Step 4

Data analysis for attendance patterns

Person or Persons Responsible

Leadership Team (Principal, Assistant Principal, Reading, Math and Science Coach, ESE teacher)

Target Dates or Schedule

October 31, 2013

Evidence of Completion

Leadership meeting attendance (sign in sheets), agenda and minutes from the meeting.

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

Administrators will monitor Wednesday (PM) time gaining feedback from teachers

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Beginning December 2, 2013

Evidence of Completion

PLC agendas and minutes of meetings

Plan to Monitor Effectiveness of G1.B1.S2

PLC planning and development of engaging and strategic lessons

Person or Persons Responsible

Administration, coaches and teachers

Target Dates or Schedule

Wednesday afternoon PLC meetings beginning December 1, 2013

Evidence of Completion

lesson plans, PLC agendas and minutes

G2. Increase standards based instruction in reading,math and science in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

G2.B1 Common planning structure

G2.B1.S1 Change expectations & procedures for common planning through establishing grade level templates that include standards based instructional practices and questioning techniques. Templates will also include assessments and re-teach methods to track and monitor student progress.

Action Step 1

Rename Common Planning

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

October 18, 2013

Evidence of Completion

Name change on Master Calendar

Action Step 2

Develop a generic agenda template - focused on standards

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

October 18, 2013

Evidence of Completion

Agenda template

Action Step 3

Develop differentiated schedule for Wednesday special block and afterschool

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

November 1, 2013

Evidence of Completion

Schedule of Wednesday grade level

Action Step 4

Develop a monthly agenda for Wednesday (PM) time based on administrative walkthrough feedback.

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

November 20, 2013

Evidence of Completion

Agenda and walk through data

Action Step 5

Determine and provide written communication of expectations and teacher deliverables for Wednesday (PM)

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

November 1, 2013

Evidence of Completion

Written expectations

Facilitator:

Administration and coaches

Participants:

Core teachers

Action Step 6

Provide immediate written feedback to teachers after walk throughs which will be left on the desks and will include a coupon for an incentive drawing.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Immediately after walk throughs

Evidence of Completion

Checklist of feedback left in each teacher's classroom during walk throughs

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

School based leadership team will conduct classroom walkthroughs, administration will review lesson plans weekly on specific date. The leadership team will review common assessments to be detailed in the lesson plan.

Person or Persons Responsible

School leadership team

Target Dates or Schedule

November 20, 2013 and ongoing

Evidence of Completion

Classroom walk through data, lesson plans, lesson plans with common assessments

Plan to Monitor Effectiveness of G2.B1.S1

Formal and informal teacher feedback and reflections and data wall movement

Person or Persons Responsible

Administration

Target Dates or Schedule

December 2, 2013 - ongoing

Evidence of Completion

Observation data and feedback/reflection documents, data wall visual display with current common assessment data

G2.B2 Lack of curriculum content knowledge

G2.B2.S1 Provide curriculum content knowledge professional development for teachers with district curriculum support teams

Action Step 1

Professional development in core content areas (Reading, Math, and Science)

Person or Persons Responsible

District Curriculum Support staff, curriculum coaches, and teachers

Target Dates or Schedule

November 1, 2013 - ongoing (weekly)

Evidence of Completion

School professional development plan, teacher attendance (weekly content planning)

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Common curriculum planning and implementation of professional development strategies within the classroom.

Person or Persons Responsible

Administration, curriculum coaches, district curriculum support staff

Target Dates or Schedule

November 1, 2013 - ongoing (monthly)

Evidence of Completion

Common planning template, curriculum timeline alignment, professional development attendance

Plan to Monitor Effectiveness of G2.B2.S1

Professional development implementation within the classroom

Person or Persons Responsible

Administration, curriculum coaches, district curriculum support staff

Target Dates or Schedule

November 1, 2013 - ongoing (weekly)

Evidence of Completion

Classroom walkthrough's, student progress monitoring of data

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.

G1. Increase student attendance from 93% to 95%.

G1.B1 Lack of challenging and engaging lessons

G1.B1.S2 Professional development in development and implementation of engaging and challenging lessons.

PD Opportunity 1

Using the data trends to develop professional development focusing on engaging and challenging lessons

Facilitator

Administration and coaches

Participants

K-5 core teachers, block teachers

Target Dates or Schedule

November 15, 2013

Evidence of Completion

Agenda of professional development and outline of date/times

G2. Increase standards based instruction in reading,math and science in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

G2.B1 Common planning structure

G2.B1.S1 Change expectations & procedures for common planning through establishing grade level templates that include standards based instructional practices and questioning techniques. Templates will also include assessments and re-teach methods to track and monitor student progress.

PD Opportunity 1

Determine and provide written communication of expectations and teacher deliverables for Wednesday (PM)

Facilitator

Administration and coaches

Participants

Core teachers

Target Dates or Schedule

November 1, 2013

Evidence of Completion

Written expectations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student attendance from 93% to 95%.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I funding	$500	$500
Total	$500	$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student attendance from 93% to 95%.

G1.B1 Lack of challenging and engaging lessons

G1.B1.S2 Professional development in development and implementation of engaging and challenging lessons.

Action Step 3

Using the data trends to develop professional development focusing on engaging and challenging lessons

Resource Type

Professional Development

Resource

PD provided in engaging lessons

Funding Source

Title I funding

Amount Needed

$500