

Leon County Schools

# Kate Sullivan Elementary School



## 2022-23 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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	67%
<b>2021-22 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>	2021-22: C (50%) 2018-19: B (57%) 2017-18: C (45%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Leon County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Dobie, Brian	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.
Moore, Leslie	Reading Coach	Leads Curriculum Planning Team projects and teacher meetings, provides support for the unpacking of core content standards and programs, provides coaching and mentoring to all teachers, assists in the design and implementation of progress monitoring, data collection and analysis, coordinates schoolwide reading interventions, plans/provides professional development and school improvement plan implementation process, works with district coaches to ensure that all instructional needs of teachers are met, and works with small groups of targeted students.
Owen, Christie	Math Coach	Leads Curriculum Planning Team projects and teacher meetings, provides support for the unpacking of core content standards and programs, provides coaching and mentoring to all teachers, assists in the design and implementation of progress monitoring, data collection and analysis, works with small groups of targeted students, works with district coaches to ensure that all instructional needs of teachers are met, and participates in monthly leadership and faculty meetings.
Railey, Toylene	School Counselor	Referral coordinator, 504 coordinator, Threat and suicide assessment team member, and ESOL coordinator.
Maloney, Caitlin	Teacher, K-12	Ms. Maloney serves as our fourth grade Team Leader. Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Allbritton, Ashley	Instructional Coach	This Instructional Coach works as an Intervention Specialist. She works with the Literacy and Math Coach to



Name	Position Title	Job Duties and Responsibilities
		design, execute and assess individualized student plans based on various factors such as student needs and resources. Goals include ensuring academic decisions are data driven and planning appropriate supports for students and teachers to increase achievement. Efforts are also coordinated with the MTSS Team to put proper interventions in place to help students acquire mastery of grade level standards.

## Demographic Information

### Principal start date

Monday 6/14/2021, Julie Lawson

**Number of teachers with a 2022 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 2022 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**

49

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

738

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

10

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

11

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	132	122	138	127	117	102	0	0	0	0	0	0	0	738
Attendance below 90 percent	12	11	14	8	10	8	0	0	0	0	0	0	0	63
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
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 2022 statewide FSA ELA assessment	0	0	0	3	25	18	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	25	26	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	3	2	0	0	0	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	1	3	3	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/23/2022

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	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

**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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	57%	56%				59%	57%	57%
ELA Learning Gains	54%						56%	54%	58%
ELA Lowest 25th Percentile	38%						43%	47%	53%
Math Achievement	54%	47%	50%				63%	64%	63%
Math Learning Gains	56%						71%	63%	62%
Math Lowest 25th Percentile	38%						55%	45%	51%
Science Achievement	56%	57%	59%				51%	52%	53%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	61%	3%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	52%	57%	-5%	58%	-6%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	57%	56%	1%	56%	1%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	63%	2%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	61%	66%	-5%	64%	-3%
Cohort Comparison		-65%				
05	2022					
	2019	61%	61%	0%	60%	1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	54%	-4%	53%	-3%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	39	14	35	52	33	32				
ELL	30			40							
ASN	67			67							
BLK	41	48	32	37	43	37	40				
HSP	52	53		54	59		45				
MUL	54	57		50	50						
WHT	72	59		73	70		74				
FRL	41	49	44	38	56	46	37				

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											
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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 2022 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 2021 state assessments and the 2022 state assessments, our students gained 38% in this area and we would like to see an increase of gains on the 2023 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. To address the need for this improvement we have created an intervention team and added an additional guidance counselor to support student learning.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

During the 2022 school year 56% of students were proficient on the NGSS Science Assessment. This was an increase of 15% from the 2021 school year.

#### 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 the implementation of Fair Game Frenzy, a spiral review of 3rd-5th grade Science standards. It was implemented in our 5th grade classes.

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

Regular progress monitoring assessments will be administered in order to identify targeted learning needs.



**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 of individualized students. District instructional developers will be visiting campus to provide support in the areas of math and ELA. Additionally, all teachers are participating in professional development for 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.**

Kate Sullivan will provide Beyond the Bell services in grades K-1 to support students acquiring foundational skills and Beyond the Bell services for our lowest 25th percentile students in 4th-5th grades.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Math****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 ELLs) that are performing below the federal index threshold.

**Measurable Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The three year average for the lowest 25% in learning gains for math is 42%. We would like to see our learning gains in this area meet our performance in the 2022-2023 school year of 50%.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

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:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

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:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

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.

**selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Reading among all students is a area of critical need. The challenge of the past few 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 ELLs) that are performing below the federal index threshold.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2021-2022, 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 2022-2023 school year.

Our following goals are:

In grade 3, we would like to maintain 52% however, our goal is 55% with learning gains at 50% or higher.

In grade 4, we would like to maintain 55% however, our goal is 57% with learning gains at 50% or higher.

In grade 5, we would like to maintain 57% however, our goal is 60% with learning gains at 50% or higher.

Our intended outcome is to raise the lowest quartile learning gains in ELA from 54% in the 2021-2022 school year to 58% in the 2022-2023 school year.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 levels of complexity 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)

**#3. Positive Culture and Environment specifically relating to Discipline****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

An increase in both minor (teacher managed) and major (office managed) incidents during the 2021-2022 school year highlighted an opportunity to revisit and revise our school-wide behavior management efforts.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

During the 2021-2022 school year, 376 incidents resulted in referrals. During the current school year we would like to see referrals decrease by 30%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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

**Person responsible for monitoring outcome:**

Brian Dobie (dobieb@leonschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the current school year the third, fourth, and fifth grade teachers are responsible for using the newly adopted B.E.S.T. Standards.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based upon 2021-2022 FSA and STAR data from the previous school year, approximately 54% of all third through fifth grade students are at, or above, their current benchmark expectations. We would like to see this percentage increase by 6% or more.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

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:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

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:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Depths of Knowledge 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)



**#5. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>ELA and Math proficiency for SWDs has trended well below their grade level peers for the past two years. During the 2021-2022 school year, 56 percent of all students were proficient on the end of year ELA state assessment. Whereas, only 38 percent of SWDs were proficient on the assessment. Likewise, 54 percent of all students were proficient on the end of year Math state assessment. Whereas, only 35 percent of SWDs were proficient on the same assessment.</p> <p>Additionally, Indicator 25: There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in general education was selected as a focus area on the BPIE for the 2022-2023 school year.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>During the 2021-2022 school year, 56 percent of all students showed proficiency in ELA, while only 38 percent of SWDs showed proficiency. This year we would like to see 42 percent of all SWDs to show proficiency on the end of year state assessment.</p> <p>During the 2021-2022 school year, 54 percent of all students showed proficiency in Math, while only 35 percent of SWDs showed proficiency. This year we would like to see 40 percent of all SWDs to show proficiency on the end of year state assessment.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Progress Monitoring assessments will be used to monitor for improvement in this area in addition to regularly administered classroom assessments aligned to state standards.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Julie Lawson (lawsonj2@leonschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>There will be a variety of ESE delivery models in place to support the learning of SWDs. In Kindergarten, Second, and Third grades students will be provided services by an ESE teacher in the general education setting. The general education teachers are fully certified ESE teachers, who will have paraprofessionals provide support in their classrooms during the day. To ensure paraprofessionals are effective, we will train paraprofessionals by teaching content knowledge, student perspectives, and instructional skills. In First, Fourth, and Fifth grades, ESE teachers will provide ESE services in a push-in model. General education and ESE teachers will collaborate during lesson planning to develop lessons</p>

**implemented for this Area of Focus.** that support all learners in the classroom. ESE teachers will provide individualized support to SWDs as needed in the classroom when during their assigned times. SWDs will also receive support from interventionist when needed.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.** Teams that use a structured process for supporting students' inclusion report improved team collaboration, increased engagement and opportunities for learning by students, increased expectations for students' learning, and reported improvement in academic and communication outcomes (Jorgensen, McSheehan, & Sonnenmeier, 2007; McSheehan, Sonnenmeier, Jorgensen, & Turner, 2006; Sonnenmeier, McSheehan, & Jorgensen, 2005).

**Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Hire ESE teachers for general education setting.
2. Hire intervention teachers to provide additional ELA/Math support.
3. Provide opportunities for ESE and general education teachers to collaboratively plan to meet the needs of SWD in the general education setting.
4. Progress monitoring to determine the efficacy of instruction.
5. Monitor instruction to ensure it is standards based and appropriately scaffolded using levels of complexity as a guide.
6. Provide cognitively complex opportunities for all students.
7. Provide ongoing professional development to teachers to support instruction.

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

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### 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. Our school is a very focal point in the community and our responsibility to the community is something we take 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 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 a variety of 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 school culture and environment.**

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

Julie Lawson - Principal - White  
 Carla Whitlock - Teacher - Other  
 Lizbeth Childs - Parent - White  
 Alex Whitlock - Bus/Comm - White  
 Ami Vega - Parent - White  
 Bret Staudt-Willet - Parent - White  
 Kim Fahmie - Parent - White  
 Keisha Franklin - Parent - Black  
 Sara Hart - Parent - White  
 Ryan Lawson - Bus/Comm - White  
 Wendy Martin - Support - White  
 Debbie Nesmith - Teacher - Pacific Islander  
 Janice Banks - Teacher - Black  
 Sean Buchannan - Parent - White

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, and support student learning by providing supplies and other student materials.

Site-based Committees--

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

SITE/SAC/PTO—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.

Academic/Multicultural--The Multicultural Committee plans events and activities throughout the year to allow students to learn about other cultures and customs. Teachers participate in school, district and state trainings on different cultures and share knowledge gained with peers.

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