

Koa Elementary School



2014-15 School Improvement Plan

Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

C

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Education which inspires to the highest potential is our school is our school and district mission.

Provide the school's vision statement

Koa Elementary School vision is a learning community where all children can academically climb.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During initial student enrollment, school-wide activities and parent/teacher meetings, administration, teachers and support staff work together with families to build positive relationships with all parents. Music and art programs, Heritage cultural nights and classroom units of study highlight different cultures throughout the school year. Students are screened for ESOL services upon arrival at our school and provided the required accommodations needed to be successful in the learning environment.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All students in Pr-K through 5th grade are taught arrival and dismissal procedures. Each student is provided a book bag tag with their name, teacher and how they get home from school. All school areas are supervised from 7:30 until 3:30. Classroom teachers and the school guidance counselor delivers lessons in character education lessons in safety and respect. Additional resources include our school safety patrol and school resource officer.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Koa Elementary School has a school wide behavioral system and individual classroom behavior systems which reinforce students for good choices. Our school "Make it Happen" professional learning community met this summer and developed a school wide behavior program which includes taking responsibility, focusing on actions, doing their personal best, always showing respect and believing they can do it. Each student in grades K-5 were given a necklace and name tag at the beginning of the school year. Students will be given the opportunity to earn medals to add to their necklace throughout the year based on their individual behavior or academic success.. Discipline procedures are outlined in the district student code of conduct provided to all students/parents at the beginning of the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school guidance counselor meets with whole classes, small groups and individuals to provide counseling. Teachers, parents and school support staff may request services for students in need. Our school guidance counselor also refers students to work with outside agencies in areas of grief

counseling, empathy, respect, bullying, peer pressure, problem solving and anger management. Students are given the opportunity to work with Bookmark Buddies, our school resource officer, business partners and school staff as mentors.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Overall school attendance 2013-2014 = 94%
Overall school suspensions = 41
Students below proficiency in Reading = 55%
Students below proficiency in Math = 56%
Level 1 Reading Totals =
Level 1 Math Totals =

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	10	5	9	6	7	45
One or more suspensions	0	1	6	9	9	29	54
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	59	56	115

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	7	11	9	16	44

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

As a school, attendance is reviewed on a weekly basis to determine grade levels/students with concerns. Parents are called by the school when their child is absent. After five days of absence, a letter is sent home as a warning indicator of missed school. After ten days, a district attendance officer contacts parents to discuss attendance concerns and develop an attendance contract. Students are rewarded for perfect attendance through celebrations and tokens. Progress discipline is followed at all grade levels. Suspension is only used when all other options are exhausted.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190960>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Scott, Virginia	Principal
Godin, Timi	Assistant Principal
Garcia, Judith	Instructional Coach
Nedd, Tracy	Instructional Coach
Rameriz, Sandra	

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Koa Elementary School Leadership Team meets weekly to analyze data, discuss instructional planning and assessment. The team includes principal, assistant principal, reading coach, math/science coach and MTSS teacher. We also meet with the school guidance counselor, exceptional education teachers, parent liaison, media specialist, school nurse and school psychologist to discuss individual student needs. At each meeting, all decisions are based on the school mission and vision for our students. Early warning signs such as attendance, discipline, grades and assessment results are reviewed before decisions are made as a team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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..

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kathe Weisheyer	Education Support Employee
Joshua Folch	Education Support Employee
Virginia Scott	Principal
Tracy Nedd	Teacher
Judith Garcia	Teacher
Carmen Ramos	Parent
Susan Holman	Parent
Sandra Rameriz	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the monthly SAC meetings, progress was shared with our SAC committee members on our two school improvement goals of increasing student attendance from 93% to 95% and increasing standards based instruction in reading, math and science in grades K-5. Throughout the school year of 2013-2014, monthly attendance rates were discussed, student incentives for perfect attendance and school strategies used to address student tardies and absences. Progress monitoring of student achievement was also discussed in reading, math and science. SAC committee suggestions were considered and implemented throughout the school year.

Development of this school improvement plan

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. Meeting agendas and SAC notes are reviewed during the writing of this plan.

Preparation of the school's annual budget and plan

School discretionary funds and SAC funds are reviewed with the SAC committee. According to meeting notes, SAC funds will be used directly for student enrichment and incentives pertaining to school improvement goals. Funds will be spent to benefit as many students as possible in grades K-5.

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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. Student incentives and enrichment activities are planned throughout the school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Scott, Virginia	Principal
Godin, Timi	Assistant Principal
Garcia, Judith	Instructional Coach
Klinger, Corie	Instructional Media
Rameriz, Sandra	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Koa Elementary Literacy Committee will promote literacy using the following plan: professional development based on teacher feedback and interest, develop a school-wide literacy committee with representation from each grade level, focus on reading classroom procedures using the Daily Five and CAFE strategies and develop a school-wide reading plan targeting individual grade level needs as the result of last years student assessments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers in grades K-5 have common planning time in their daily schedule. Grade level teams meeting weekly to plan units of student in reading, math, writing and science. Each teacher works closely with the reading, math, science and MTSS staff to provide standards based driven instruction and assessments for all students. Resources are shared and long range goals are established for each grade level. Progress monitoring is reviewed and student progress is celebrated during "data wall" meetings. Staff also meetings once per month to celebrate successes, collaborate and network with all grade levels. A "Rock Partner" program is in place to provide fellowship and collaboration with teachers and educational support staff.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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. Through our school teacher mentoring program, positive relationships are made with veteran teachers at Koa Elementary School. New teachers are supportive with resources and instructional strategies mentor teachers, instructional coaches and the administrative leadership team.

Describe the school's teacher mentoring program, including the rationale for pairings and 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. Our "Joey's new teacher mentor/mentee" program provides monthly opportunities for mentors/mentees to meet with the leadership team. School procedures are reviewed, questions answered, resources are discussed and support is provided to each new teacher. .

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Through weekly professional learning communities, each grade level meets at least once per week to review the Florida Standards and plan common instruction and assessments. Our school instructional coaches work weekly with each grade level to analyze, progress monitor and plan instruction for all students. Administration conduct classroom walk-throughs and lesson plans are reviewed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each student's currently baseline data is evaluated by the teachers to determine differentiated instruction at all grade levels. Students who need additional remediation are provided small or individual instruction based on their MTSS tier and need in the classroom. ESOL and ESE students are provided additional support in the classroom according to their individual IEP or appropriate ESOL accommodations. Daily classroom grades, assessments, district assessment and teacher recommendations are used to determine the need for additional before or after school extended learning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

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 Rationale

A continued remediation focus is needed in grades 3-5 in the areas of reading and math.

Students scoring in the lowest 30%, identified as Tier II or Tier III intervention and/or recommended by the classroom teacher need additional small group instruction to assist students to increase learning achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Godin, Timi, godint@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Strategy: Weekend Program

Minutes added to school year: 180

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 Rationale

The strategy is to increase student writing scores and assist students in becoming a better writer.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garcia, Judith, garciaj@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Strategy: Before School Program

Minutes added to school year: 600

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 Rationale

The strategy rationale is to increase academic achievement of the top scoring students. in science. Enrichment hands on activities will be provided to the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nedd, Tracy , neddt@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

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 Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


Strategic Goals Summary

- G1.** Increase student attendance from 94% to 95%.
- G2.** Increase standards based instruction and alignment to the FL State Standards in Reading & Math in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student attendance from 94% to 95%. 1a

 G038032

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	95.0

Resources Available to Support the Goal 2

- 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 3

- Lack of parental understanding of the importance of their child's attendance and how it connects to student achievement.

Plan to Monitor Progress Toward G1. 8

Monitor student attendance, conference with parents concerning attendance

Person Responsible

Virginia Scott

Schedule


Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

FOCUS report on student attendance, teacher emails concerning attendance.

G2. Increase standards based instruction and alignment to the FL State Standards in Reading & Math in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments.

1a

 G038033

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	77.0
Math Gains	72.0

Resources Available to Support the Goal 2

- 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 3

- Lack of understanding of new FL State Standards

Plan to Monitor Progress Toward G2. 8

STAR growth on progress monitor dates

Person Responsible

Virginia Scott

Schedule

Quarterly, from 8/20/2014 to 5/27/2015

Evidence of Completion

STAR Reading & Math growth reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key


G1. Increase student attendance from 94% to 95%. **1**

 **G038032**

G1.B1 Lack of parental understanding of the importance of their child's attendance and how it connects to student achievement. **2**

 **B091434**

G1.B1.S1 Provide opportunities for student incentives. **4**

 **S102335**

Strategy Rationale

To increase student motivation to attend school regularly and be successful.

Action Step 1 **5**

Student incentives for perfect attendance.

Person Responsible

Virginia Scott

Schedule

Quarterly, from 10/17/2014 to 6/4/2015

Evidence of Completion

Student attendance reports from FOCUS

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review student attendance reports weekly.

Person Responsible

Virginia Scott

Schedule

Weekly, from 10/17/2014 to 6/4/2015

Evidence of Completion

Students missing more than 18 days per year (4 days per quarter) will be monitored closely, parent attendance meetings scheduled and an attendance contract developed for excessive student absences.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attendance monitoring through FOCUS student reports.

Person Responsible

Virginia Scott


Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

FOCUS attendance reports, students generated weekly.

G1.B1.S2 Provide parental involvement events to promote a better understanding of the importance of attendance and how it links to school success. 4

 S102336

Strategy Rationale

When parents are educated about the importance of attendance, they will prioritize school attendance and take a more active role in their child's education.

Action Step 1 5

Provide monthly parent events to promote educating parents on the importance of attendance and the connection to student achievement.

Person Responsible

Sandra Rameriz

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, agenda of meetings, minutes of meetings, parent surveys

Action Step 2 5

Person Responsible

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Action Step 4 **5**

Person Responsible

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Review parent attendance, surveys, and attendance contract meetings

Person Responsible

Virginia Scott

Schedule

Monthly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Parent event agenda, attendance sheets, and surveys

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 **7**

Monthly leadership meetings to monitor attendance issues

Person Responsible

Timi Godin


Schedule

Monthly, from 9/2/2014 to 6/4/2015


Evidence of Completion

FOCUS attendance reports, attendance letters & contracts


G2. Increase standards based instruction and alignment to the FL State Standards in Reading & Math in grades K-5 as observed during classroom walk-throughs, progress monitoring and student assessments. 1

 G038033

G2.B1 Lack of understanding of new FL State Standards 2

 B091435

G2.B1.S1 Provide professional development connected to new FL State Standards & curriculum for all staff. 4

 S102337

Strategy Rationale

Through professional development, teachers will increase content knowledge and eliminate confusion of the new FL State Standards.

Action Step 1 5

Provide professional development during common planning and early release Wednesdays.

Person Responsible

Tracy Nedd

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC Smart Goals,agenda, minutes, and attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will approve agendas and attend grade level meetings.

Person Responsible

Timi Godin

Schedule

Weekly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Collection of agendas, minutes, and attendance of PLC's

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Implementation of activities aligned to new FL State Standards.

Person Responsible

Virginia Scott

Schedule

Monthly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Common Teacher lesson plan templates, classroom walk-through documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Provide monthly parent events to promote educating parents on the importance of attendance and the connection to student achievement.	Rameriz, Sandra	8/18/2014	Sign-in sheets, agenda of meetings, minutes of meetings, parent surveys	6/4/2015 monthly
G2.B1.S1.A1	Provide professional development during common planning and early release Wednesdays.	Nedd, Tracy	8/20/2014	PLC Smart Goals,agenda, minutes, and attendance sheets	5/27/2015 weekly
G1.B1.S1.A1	Student incentives for perfect attendance.	Scott, Virginia	10/17/2014	Student attendance reports from FOCUS	6/4/2015 quarterly
G1.B1.S2.A2	[no content entered]		9/2/2014		6/4/2015 monthly
G1.B1.S2.A3	[no content entered]		8/18/2014		6/4/2015 monthly
G1.B1.S2.A4	[no content entered]		9/29/2014		6/4/2015 weekly
G1.MA1	Monitor student attendance, conference with parents concerning attendance	Scott, Virginia	9/29/2014	FOCUS report on student attendance, teacher emails concerning attendance.	6/4/2015 weekly
G1.B1.S1.MA1	Attendance monitoring through FOCUS student reports.	Scott, Virginia	9/29/2014	FOCUS attendance reports, students generated weekly.	6/4/2015 weekly
G1.B1.S1.MA1	Review student attendance reports weekly.	Scott, Virginia	10/17/2014	Students missing more than 18 days per year (4 days per quarter) will be monitored closely, parent attendance meetings scheduled and an attendance contract developed for excessive student absences.	6/4/2015 weekly
G1.B1.S2.MA1	Monthly leadership meetings to monitor attendance issues	Godin, Timi	9/2/2014	FOCUS attendance reports, attendance letters & contracts	6/4/2015 monthly
G1.B1.S2.MA1	Review parent attendance, surveys, and attendance contract meetings	Scott, Virginia	9/19/2014	Parent event agenda, attendance sheets, and surveys	6/4/2015 monthly
G2.MA1	STAR growth on progress monitor dates	Scott, Virginia	8/20/2014	STAR Reading & Math growth reports	5/27/2015 quarterly
G2.B1.S1.MA1	Implementation of activities aligned to new FL State Standards.	Scott, Virginia	8/20/2014	Common Teacher lesson plan templates, classroom walk-through documentation	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Administration will approve agendas and attend grade level meetings.	Godin, Timi	8/20/2014	Collection of agendas, minutes, and attendance of PLC's	5/20/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student attendance from 94% to 95%.

G1.B1 Lack of parental understanding of the importance of their child's attendance and how it connects to student achievement.

G1.B1.S2 Provide parental involvement events to promote a better understanding of the importance of attendance and how it links to school success.

PD Opportunity 1

Provide monthly parent events to promote educating parents on the importance of attendance and the connection to student achievement.

Facilitator

Parent liaison, instructional coaches, admin

Participants

Parents/Guardians

Schedule

Monthly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Facilitator

Participants

Schedule

Monthly, from 9/2/2014 to 6/4/2015

PD Opportunity 3

Facilitator

Participants

Schedule

Monthly, from 8/18/2014 to 6/4/2015

PD Opportunity 4

Facilitator

Participants

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Increase student attendance from 94% to 95%.	500
Grand Total	500

Goal 1: Increase student attendance from 94% to 95%.

Description	Source	Total
B1.S1.A1	School Improvement Funds	500
Total Goal 1		500