

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: KISSIMMEE ELEMENTARY SCHOOL

District Name: Osceola

Principal: Dr. Kenneth Meyers

SAC Chair: Mr. John Cruz

Superintendent: Dr. Michael Grego

Date of School Board Approval: 9-22-2009

Last Modified on: 10-08-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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325 West Gaines Street
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VISION and MISSION STATEMENTS

KES Vision: The staff of KES will provide the most effective instructional strategies available for all of the students that takes into account their interests, backgrounds, and abilities so that each child leaves KES believing in him or herself and the future.

KES Mission Statement:

Provide an enriched learning environment within a diverse community where all children succeed.

KES Beliefs:

1. Staff, students and parents practice respect and responsibility.
2. All children are valued.
3. All children can learn.
4. Educational risks are encouraged in a safe learning environment.
5. Learners grow and develop at their own rate.
6. Strong parent/teacher/student relationships are vital.
7. A quality education involves social, emotional, cognitive and physical development.

KES Motto:

Do Your Best. Then, Help the Rest.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Kissimmee Elementary opened in August of 2000. KES serves an ever-increasing variety of students and cultures. While all of Osceola County is comprised of several nationalities and cultures; KES is often listed as the school with the highest percentages of ESOL students. At last look, we serve students from 30 different countries speaking 20 different languages. Our student majority language and culture is Spanish. To accommodate such a demand on language, the school administration is constantly looking for qualified bi-lingual teachers who can help our students and families make the transition to English. In addition, because of this demographic, the school has been able to implement a dual language program as an academic strand that stretches from Kindergarten to grade 5.

Another unique characteristic of KES is the transient nature of our families. For example, for the past year more than ½ of our students withdrew from KES and were replaced by an approximate number of new students. The school histories for these students are spotted, creating large gaps in their learning. Because our school location services the local apartment complexes, it only serves to fuel this stream of enrolling and withdrawing students.

For the past 5 years Kissimmee Elementary has been rated as a C school but received a B for the 2007-8 school year and an A for the 2008-9 year. Our school also made the AYP designation for the 2007-8, but not for this past year. KES did meet 90% of the AYP requirements. KES implemented a school wide reform model called LFS or Learning Focused Solutions.

Unique School Strengths for Next Year

Unique School Strengths for Next Year:

KES scored 5 points below an A for its school grade. The motto for this year has been, "Give me 5!" The school has also been

recognized by the LFS company as a "Preferred School" because of its focus on implementing the LFS model of planning and instruction. FCAT writing scores improved by .3 making our overall score 4.1. This is the first year our school has averaged in the 4 point range. We exceeded the district and the state averages for writing. Our Inclusion students averaged 4.0 on the writing FCAT exam which is exceptional improvement over previous years and is also the highest in the district and state. Two regular education students scored 6.0.

Unique School Weaknesses for Next Year

Budget cuts this last year resulted in fewer classroom assistants for our ESE department. We also will lose our parent liaison which will be traded for a classroom assistant to help with RTI small group instruction.

Student Demographics

Kissimmee Elementary draws most of its students from apartments in the area. Currently 76% are Hispanic, 12% White, 6% Black, 4% multiracial and 3% Asian.

Student Attendance Rates

Average daily attendace= 94%

Student Mobility

Student mobility annually approaches and exceeds 50% many years.

Student Suspension Rates

Student Suspension Rates for 2008-9 out of 263 incidents, 61 resulted in out-of-school suspension; over the last three years the numbers of discipline instances have fallen from an average of 4 per day to 2 per day or ½ as many, from 462 incidents to 268. By grade level they are: Kindergarten, 0/153 0.0%; First grade 5/164 3.0%; second grade 4/155 2.6%; thrid grade 3/151 2.0%; fourth grade 17/169 10.1%; fifth grade 14/140 10.0%; total 43/932 4.6%

Student Retention Rates

Student Retention Rates: In 2009 KES retained 33 students out of 722 or 4.6%. This represents fewer students than last year since our 3rd grade students did much better on the FCAT. Here they are by grade level: Kinder, 10/117 8.5%; First 11/123 8.9%; Second 10/113 8.8%; Third 2/122 1.6%; Fourth 0/133 0.0%; fifth 0/114 0.0%; and Total 33/722 4.6%

Class Size

Class Size- Kissimmee Elementary has maintained the levels set by the class size reduction standards: 18 to 1 for grades K- 3 and 22 to 1 in grades 4,5.

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

NA

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Kenneth Meyers	Ed.D, Elementary Education; School Principal	8	25	2001-7 Grade =C, AYP=No 2007-8 Grade =B, AYP=yes 2008-9 Grade = A, AYP = No (90%)
Assis Principal	Clay Foster	MS Elementary and Secondary Education	4	16	2008-9=A, AYP = no 2007-8= B, AYP= yes 2004-7= C, AYP = no

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current	# of Years as a Coach	Prior Performance Record *
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			School		
Reading	Arlene Derflinger	Ms in reading	2	2	2006-7 Grade=C, AYP= yes 2007-8 Grade=B, AYP=yes
Math/science	Vivian Mendez	Ms/Curriculum Gifted; elementary education, Special Education	6	2	2001-7 Grade =C, AYP=No 2007-8Grade =B, AYP=yes 2008-9 Grade=A, AYP=no

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. District recruitment	Greg White	Current and open all year	The district does recruiting trips and filters applications to be sure applicants meet highly qualified status.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mrs. Sostre Mrs. Antia Miss Colon Mr. Delacruz Mrs. Nielson Mrs. Pearson Mrs. Saenz Miss Spencer Ms. Witty.	All certified in Elem Ed except where noted. Ms. Neilson is certified in ESE	4th grade 3rd grade 2nd grade 5th grade ESE 2nd grade 4th grade 1st grade kindergarten	Each of the teachers listed are certified in elementary education, but are working on their endorsement for ELL.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
51	19	22	37	39	25	100	8	2	76

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Vivian Mendez	Jerome Delacruz	Mrs. Mendez has several years of working with new teachers and does so effectively	Monitor responsibilities, meet periodically, check grades, and monitor beginning teacher requirements.
Kim Beekman	Maryann harpell	Become more proficient in planning using LFS	Regular meetings to review plans. Lesson plans will also be reviewed by the principal.
Maria Cruz	M. Chavez	Work on providing ELL assesments in the classroom; grading models for ELL students	revie grading throughout the year, reviu report cards before being submitted or given to parents.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part A will supplement the academic instruction at the Title I school-wide school. The funds will supplement reading, math, writing, and science to increase student achievement. The Title I, Part A funds will be used to raise the achievement of the school as a whole.

Title I, Part C- Migrant

If migrant students are identified, Title I, Part C will supplement services to eligible migrant students. The school and the Migrant department will work cooperatively to meet the needs of any identified migrant students.

Title I, Part D

NA

Title II

Title II

Title II, Part A is supplementing all schools through the use of resource teachers/coaches to increase student achievement. Title II, Part A also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II, Part A funds supplement district funds to increase high quality teachers.

Title III

Title III

Title III money is used to help support ESOL assistants to work with our NES students and other limited English students in the school.

Title X- Homeless

Title X- Homeless

Title X funds are used to supplement homeless student needs which arise as a result of the unique needs brought about by students and families being homeless. The funds are used to meet these unique needs: lack of transportation, lack of required uniforms, offering services to students in non-title schools equivalent to Title I services.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

Money for SAI is used to fund a program of instruction for 3rd grade reading level 1 students and any other student reading below grade level. Students are individually encouraged to come to the summer program. Calls are made to parents to encourage their child's participation.

Violence Prevention Programs

Violence Prevention Programs

KES is involved in a Kindergarten violence prevention program targeting talking as a means to solve problems. All classes were trained in the program during this school year.

Nutrition Programs

Nutrition Programs

KES has a free breakfast program for all the students to help start the day in a healthy way. All students can enjoy a breakfast.

Housing Programs

NA

Head Start

NA

Adult Education

While not sanctioned education programs we have in the past providing English classes to our parents.

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team.
Kenneth Meyers School Principal
Clayborn Foster Assistant Principal – RtI Primary Coach
Sarah Nell Oglesby School Counselor - RtI Secondary Coach
Arlene Derflinger Reading Coach
Vivian Mendez Educational Resource Specialist
Maria Cruz ESOL Compliance Specialist
Ileana Neiger School Psychologist

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership team (a.k.a. the Intervention Assistance Team = IAT) consolidates and reviews school-wide data for reading, math, and behavior.

The IAT team analyzes the data collected to identify students needing additional support in any of the identified areas.

The IAT team observes and analyzes classroom environments and classroom instructional practices to determine the best possible ways to ensure that each student receives additional support within the regular education classrooms (i.e., the IAT team strives to strengthen instructional delivery at Tier 1 so that all students receive differentiated instruction at the level that will meet their needs).

The IAT team makes sure that all teachers and students are familiar with the school-wide behavior plan and expectations.

The IAT team identifies students that need supplementary support in any of the identified areas, in addition to what they are receiving in the regular education classroom.

The IAT team analyzes the areas of need of the students and researches evidenced-based programs or approaches (i.e., interventions) that may be used to help remediate those areas or weakness.

The IAT team plans for the delivery of the interventions to the selected students. Issues that need to be addressed for successful delivery include: identification of the interventionists, scheduling, make-up of groups based on individual student needs, location for the intervention, frequency and duration of the intervention, and support for the interventionist.

The IAT team frequently monitors the interventionists to determine if the interventions are being implemented with fidelity.

The IAT team is in charge of progress monitoring. Test data is collected frequently from the interventionists and it is graphed analyzed. The team meets to discuss the progress or lack of progress of individual students and makes recommendations to either continue with the interventions, modify the interventions, add an intervention (i.e., move up to the next Tier), or discontinue the student's participation in RtI if he or she no longer requires the intervention.

The student's teacher is included in the above decision and a conference is held with the student's parents to inform them of the decision.

The IAT team recommends students for a formal psycho-educational evaluation, if it is determined that none of the RtI interventions were successful in helping the student to increase his or her skills.

In these cases, the IAT team completes a packet of paperwork and documentation of the RtI process and sends it to Student Services.

This year, the IAT team met periodically, as needed. The plan for next year is for the IAT team to meet on a monthly basis.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

1. The purpose of the RtI is to make sure that all students make progress in acquiring basic academic skills in reading, writing, and acceptable behavior. The RtI program is key in helping the school make significant gains in increasing overall student achievement. RtI targets all students by striving to improve the core curriculum in the regular education program (Tier 1). It does this by making sure that appropriate learning strategies and differentiated instruction is reaching all students at their individual instructional levels, in order to help them make academic gains. In cases, where supplementary support is needed, the RtI program provides for evidenced-based interventions geared to those students' needs. These interventions are designed to bring about gains in basic academic skills. The gains made by all students, including students who benefit from the RtI program, help the school to achieve its SIP goals and to make annual yearly progress (AYP).

RtI Implementation

Describe the data management system used to summarize tiered data.

All student data obtained from universal screening measures, as well as from the 3 RtI Tiers, are displayed in either graphs or tables, using Microsoft Office Excel 2007. The data are displayed in various formats to allow for easy analysis and interpretation. The data are also updated frequently to allow for progress monitoring and comparisons. All data are shared and discussed with every teacher, as well as key staff members.

Describe the plan to train staff on RtI.

Staff members at KES have been trained in the basics of RtI, and it has been well received. The teachers participate in the entire process: from studying the data and helping to identify the students who require supplementary RtI support to analyzing the graphed data depicting student progress to the final process of identifying students who may need to be recommended for an evaluation.

Plans for continued teacher staff training include the following topics:

Strengthening Tier 1: Providing differentiated instruction for students at all levels of learning. Taking ownership of all students' learning

RtI – In depth : Continue to learn more about the RtI process and components

Learning Deficits vs. Learning Disabilities: The State Department of Educations' new rules and procedures regarding the identification of students with learning disabilities

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

KES continues to make progress in all subject areas. In fact, grade levels 3-5 had 50% or more of their students achieve a level 3 or above on the reading FCAT. Students across all grade levels have made progress in each of the strands represented on state tests. More than half the students in third and fourth grade scored a 3, 4, or 5 in both reading and math on the FCAT exam. Compared to last year's fifth graders, students this year made double digit gains in each subject area on the FCAT exam. Our 4th grade writing scores improved by 5% more students scoring at standard and the total number of children at grade level reached 85%. The average school scores was a 4.2 out of 6

A recurring weakness is moving kids from low to high levels on the FCAT exam as well as students dropping out of the at-grade-level range into the below-grade-level range. KES continues to make adjustments to reach higher achievement levels for all students.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Osceola county has devised a focus calendar for math, reading and science. Each instructional teacher has been asked to follow the calendar exactly so that all classrooms are teaching the same content material. Both county and principal visits are conducted to monitor both the progression and effectiveness of the focus calendar. Suggestions for improving the pacing and expectations of the calendar have been made and revisions are being considered for next year by the district curriculum department. Fourth grade implemented the PDA writing model last year.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Science benchmarks and strands are still the lowest scores in all of the FCAT test data and therefore, even with great improvement this last year's scores, our school wide effort will be on preparing our students at every grade level in understanding scientific concepts and measuring their understanding throughout the year with mini-assessments. KES made little progress on any of the strands in reading or math. Students generally score half to $\frac{3}{4}$ of the possible points for each of the strands. Some of the lowest scores are in 4th grade reading comparisons and main idea; 4th grade number sense and measurement; 5th grade all areas of science, words and main idea in reading and data analysis in math.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Classrooms are formed to ensure all academic needs are fulfilled. Careful consideration is given by the student's previous teacher, ESOL specialist and Guidance Counselor as students are placed with teachers. Those students with specific academic needs are placed in classrooms that best meet their individual academic needs. Every grade level has functioning RTI groups taught by trained paraprofessionals. Additionally, classes are formed with student level of success in mind so that teachers can target instruction more closely to that level of experience or understanding. Students can be moved from one learning group to another if the instructional staff feels that such a move would improve success.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and

relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grades 3, 4, and 5 have lesson plans that are available on the county website. Instructional teachers are asked to implement the lesson plans given at the desired pace given by the county. State standard lists are available for all teacher and grade levels also to be used for planning and instruction. Finally, lessons are developed through the LFS model which begins with the state standard.

How are instructional focus lessons developed and delivered?

Each grade level has prioritized standards/lessons that the state has deemed most relevant. LFS lesson format targets specific state standards for instructions. High priority standards are identified at each grade level. Delivery of the instruction also models the research-based techniques as part of the LFS teaching and planning model using essential questions as the focus for the unit and for the concepts contained within the unit. Large group instruction is used for presentation of the concept, then as is needed or the lesson allows, small group instruction or centers provide for more direct, targeted instruction.

How will instructional focus lessons be revised and monitored?

During the lesson as teachers use periodic assessment prompts to gauge student acquisition of information. If the students seem to be missing the required learning, the teacher stops and re-teaches the information. After each academic year, lesson and content effectiveness will be reviewed with hope of implementing more effective lessons. Throughout the school year the principal conducts walk-throughs and monitors the implementation of the instructional design.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative assessments are used throughout the year from the adopted text materials at all grades, FCAT Test Maker at grades 3,4 and 5, and information from a variety of other assessments from the district-written and the state provide formative information for use in planning and placement for grouping, etc. Classroom teachers use a variety of teacher designed assessments as well in order to determine master of state standards.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Each child is given the G.R.A.D.E. reading test, which identifies each student's grade level equivalent in all areas of reading. In conjunction with the reading exam, students are also given both pre and post exams in all other subject areas. Student scores are used for placement and intervention. Due to the speed of the district curriculum calendar, we have not found an effective way to support those children not reaching mastery with more opportunities to reach mastery of the materials. We will focus on this aspect of the model this coming year. also for the coming year teachers will be administering the FAIR test. RFresults from this tests will be used to help determine student levels and placement areas within the grade level and the classroom. LFS units designed after state standards will provide another look at student mastery and placement.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The calendar has a cyclical design of district identified essential benchmarks which helps review previously learned materials. Teacher assessments and district assessments along with teacher targeted summaries and prompts help determine if the

student is acquiring the standard.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade level teams are to have weekly meetings to discuss student performance on assessments. If modifications and/or intervention are needed, grade level teams can collaborate to find which methods are most effective. Wednesdays are designed so that teams can meet for just that purpose of student evaluation and monitoring.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and leadership team are involved in the training of new concepts and programs so as to be familiar with the techniques that should be used in the classroom. The principal and team attend and plan the agenda for grade level and faculty meetings focused on student achievement and teaching techniques. The principal and administrative team will also be attending the Professional Learning Communities meetings in order to ensure that discussions are focused on student success, teaching for achievement and learning.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core instructional program is provided in the classroom. It is based on state adopted books for each academic subject and on teacher designed activities that derived directly from the state standard. Supplemental instruction is provided in the classroom in small groups during the school day and after school and on Saturdays. A school computer lab provides additional supplemental support in areas of math and reading. Intensive intervention is provided in a pull out program of small groups using separate materials. Voyager math and Voyager Reading have been purchased by the district for use. Consultants with the program will regularly visit the school to assess fidelity to the program and check on student assessments.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

RTI and other small group interventions are used in order to help students gain missed information. Re-teaching based on assessment results helps more students catch up. The school will also provide after school and Saturday school opportunities for students who are not catching important information.

How does the school identify staff's professional development needs to improve their instructional strategies?

Our school has adopted the LFS learning model for all grade levels. Most professional development is used to instruct employees on how to effectively use the LFS learning model. Additionally, KES will be starting Professional Learning Communities. They will be focused on teacher training in a variety of areas designed to improve delivery of instruction.

Which students will be targeted for supplemental and intensive instruction/interventions?

Student assessment results are monitored throughout the year. Students who are consistently missing important concepts will be discussed at grade level and teacher-administrator meetings to determine another course of action. Classroom assistants can also be utilized in order to help student gain missed information. A series of tests will be scheduled throughout the year and student progress charted.

How will the effectiveness of the interventions be measured throughout the year?

Students will be charted throughout the year on the data wall. Student moving forward and those losing ground will be noted and plans for remediation put in place. The Reading teacher and math/science teacher will be monitoring student acquisition of skills after interventions. They will work with teachers to design supplementary programs or strategies to help the student succeed. Report cards will be monitored as well for those students targeted for remediation.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students qualifying for the gifted program will receive an alternate curriculum for both mathematics and science. Other students in grades 4 and 5 who demonstrated success on the previous year's FCAT will be encouraged to join the school 3 and Up Club. It is an after school club that utilizes art as a method of reinforcing academic concepts.

Describe how students are identified for enrichment strategies.

Those students identified for gifted were given a preliminary screening, which checks for IQ and learning aptitude. A school based program for gifted and talented students is being planned for this coming year. It will cover math at first in all grade levels. Additionally students can enroll in after school and Saturday programs that will give them additional academic experiences and support. Finally enrichment is scheduled in the classrooms for all students through the LFS model of planning for extended thinking.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Literacy Team	Arlene Derflinger	Monthly	2nd Wed.	Goal: To build capacity of reading knowledge within our school. Analyze test data to determine instructional needs and appropriate literacy initiatives. This year our focus was vocabulary development including idiomatic expressions, and writing applications. Together the team evaluated Reading Intervention Programs (RTI) and planned for any necessary professional development for the rest of the staff.
Grade level Teams	Grad Chair	Bi-Weekly	Varies	Goal: To share ideas and plan for instruction as well as review student progress. Administration often meets with them to review important information and monitor implementation of instructional model of LFS.
Data Analysis	Administration	Monthly	Wednesday	Goal: These meetings will be held in order to review student succes. Plans will be made for enrichment or acceleration or remediation.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/26/2009 3:18:43 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/26/2009 3:19:04 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/26/2009 3:23:08 PM)

Pre-School Transition

Kissimmee Elementary houses a preschool program. Many of the students in that class will also become students at KES. The children are provided opportunities to become familiar with the campus and many of the staff. The academic program is developed and monitored by staff in the district curriculum department so that it supports the development of academic strengths identified as essential for the students.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Third grade and 5th grade scores overall improved over last year's scores. Fourth grade's scores decreased. No demographic cell met the NCLB standard of 65% at grade level.		KES will increase by 10% the number of students scoring at or above the AYP Reading standard for all demographic categories.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify all students performing below grade level.	1. Teachers and leadership team	1. Identifying students	1. List of students and FCAT results
2	2. Develop grade level plans for increasing their reading success by including differentiate instruction	2. Teachers by grade level, reading coach	2. completion of plans	2. Plans and FCAT results
3	3. Monitor implementation of reading improvement by student.	3. Teachers, Leadership Team	3. walk through by administration and reading coach	3. FCAT results

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
6 students in 5th grade and 8 students in 4th grade dropped from levels 3,4 or 5 to levels 1 or 2.		No students per grade will drop out of levels 3, 4 or 5 to levels 1 or 2		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify all students by achievement level in grades 4 and 5 on data wall.	Teachers, Reading coach, administration	Watch student progress on data wall student identification	Data wall
2	review internal assessments to monitor progress	Teachers, reading coach, administration	Data analysis	internal assessments
3	Call parents of students who are not progressing as expected	Teachers, administration	Student improvement	parent logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Third grade and 5th grade scores overall improved over last year's scores. Fourth grade's scores decreased. No demographic cell met the NCLB standard of 65% at grade level.	Data analysis	Meyers, Derflinger	Preplanning	Sept-oct. and throughout the school year.	Meyers
6 students in 5th grade and 8 students in 4th grade dropped from levels 3,4 or 5 to levels 1 or 2.	Differentiating reading	Derflinger	Within 1st month	Admin walk through	Derflinger and Meyers

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every

Teacher

NA

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Teacher Support	SAC, School Budget	\$2,000.00
Update of FCAT Test maker	District funds	\$1,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
LFS Consultation	Title 1	\$15,000.00
		Total: \$15,000.00
Other		
Description of Resources	Funding Source	Available Amount
reading Coach	Title 1	\$45,000.00
		Total: \$45,000.00
		Final Total: \$63,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A. No demographic group met the 68% standard for on grade level in math. And for safe harbor and growth model, Hispanic, ESOL and SWD failed to make adequate gains.		All demographic subgroups will improve by 10% or more on FCAT of students scoring at grade level.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify all students performing below grade level.	1. Teachers, administration	Review all student academic progress and scores from previous year.	List
2	2. Develop grade level plans for differentiated instruction	2. Teachers and administration	2. Meetings and completed plan, walk through to verify differentiated instruction.	2. walk through comments and lesson plans
3	3. Monitor using periodic assessments.	3. Teachers and administration	3. Assessment results	3. Data Wall

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
B. 19 students in 5th and 13 in 4th dropped out of levels		No students will drop out of levels 3,4 or 5 to levels 1 or		

3,4 or 5 to level 2 or 1			2	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify 4th and 5th grade students by level.	1. Teachers and administration	completed list	list
2	2. Set up parent conferences for any students who seem to be losing ground.	2. Teachers	2. Improved classroom performance	2. Class logs, class grades.
3	3. Set up a recognition program to identify high achieving students throughout the year and at the end of the year.	3. Administration, 5th grade teachers	3. follow through of the program	3. Fewer students dropping a level in math based on FCAT results.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
A and B	Differentiating Instruction	V. Mendez	Throughout the year	Walk through	Meyers, Mendez and Foster
A and B	Math methods/LFS	LFS consultant	All year	Walk through	Meyers, Foster

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Test Maker Software	District	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Summer Professional development in math	District	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Math/Science Coach	title 1	\$40,000.00
		Total: \$40,000.00
		Final Total: \$51,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
A. On the 2009 FCAT, KES 5th graders improved by 18% the number of students scoring at grade level. However, only 43% were at grade level. KES students scored only 7 points out of the possible points for each of the four strands.	KES scores will meet or exceed the state average for 5th grade science scores.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.review the 09 science FCAT scores and determine specific deficient standards	1. leadership Team and 5th grade team	Review by principal	2010 FCAT science scores
2	. Identify lesson plans that will target those standards	5th grade team	Review by principal by classroom and walk through observations	FCAT test maker assessments ,LFS student maps and walk through results
3	Monitor student acquisition	Teachers	standards' test results	Test maker results and student learning maps

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
School wide there needs to be an awareness of the areas in which our 5th grade KES students are not proficient		90% of all students will show acquisition of information for each strand essential standard for that grade level		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Review deficiencies with each grade level.	Principal and math/science expert	meetings and classroom	curriculum meeting agenda
2	review the standards within each strand	Math/science facilitator	meetings	Teacher discussions
3	Assess strands by grade level.	Grade chair	Map results and analyze	Student maps of lessons taught and student assessment results.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1	Science strands and standards	V. Mendez, admin., district	Sept/Oct.	Grade level discussions	Mendez and admin.
1,2	LFS unit design Profesional Learning Communities	admin	Sept/Oct.	Walk through	admin

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Test Maker	District	\$10,000.00
Total: \$10,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Math/Science Coordinator	TITLE 1	\$40,000.00
Total: \$40,000.00		
Final Total: \$50,000.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
A. 85% of all 4th graders scored at or above grade level in 4th grade FCAT writing assessment		At least 90% of all 4th grade students will scores at or above grade level in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. departmentalize for writing in 4th grade	Admin and teachers	Completed schedule for students.	FCAT score

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
3 students scored level 6 on FCAT writing		At least 5 students will score a 6 on the FCAT writing assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monitor student progress using in class and district assessments.	4th grade team, admin, District staff	Review assesment scores	FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
1 and 2	PDA writing effectiveness	PDA consultants	September	periodic meetings with consultant to review student work	District to set the schedule.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
PDA consultant	District budget	\$2,000.00
Total: \$2,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$2,000.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SAC recognition and involvement by parents earned the 5 star school award last year		Maintain parent participation at SAC to qualify for 5 star school Award		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Keep track of all the activities that qualify the school for the award.	SAC chair, Principal	Materials for the notebook	Award

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Maintain and encourage parent participation in their child's homework and school support		SAC will recognize parents who show strong support of their child's preparation and success at school.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tell parents of recognition	SAC and school administration	information provided	information newsletter
2	Determine level of support that reaches standard.	SAC parents	Standards written	Distribution of materials
3	provide recognition for parents reaching the standard	SAC, school and teachers	Parents who qualify	Awards ceremony

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Publication of materials	SAC	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Recognition event	SAC	\$1,000.00
		Total: \$1,000.00

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher Support	SAC, School Budget	\$2,000.00
Reading	Update of FCAT Test maker	District funds	\$1,000.00
Parental Involvement	Publication of materials	SAC	\$500.00
			Total: \$3,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	FCAT Test Maker Software	District	\$10,000.00
Science	FCAT Test Maker	District	\$10,000.00
			Total: \$20,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	LFS Consultation	Title 1	\$15,000.00
Mathematics	Summer Professional development in math	District	\$1,000.00
Writing	PDA consultant	District budget	\$2,000.00
			Total: \$18,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	reading Coach	Title 1	\$45,000.00
Mathematics	Math/Science Coach	title 1	\$40,000.00
Science	Math/Science Coordinator	TITLE 1	\$40,000.00
Parental Involvement	Recognition event	SAC	\$1,000.00
			Total: \$126,000.00
			Final Total: \$167,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/11/2009 3:47:26 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Parent Involvement	2926
Student development	3500

Describe the Activities of the School Advisory Council for the Upcoming Year

For the coming School Year 2009-2010 the Kissimmee Elementary School SAC will be concentrating all of its funding towards the implementation of our School Improvement Plan. The above projections will cover our goals as stated in our SIP. The following is only a brief description of our slated activities for this coming school year.

- PI-Parent Informative Workshops, Family nights, Study Buddy, Academic Reinforcement Activities, Monthly Meetings (SAC), Parent Appreciation.
- SD-Educational Activities, Awards Ceremony, Science Fair, Visual Arts Program
- FSD- Conferences, Workshops, Appreciation

SAC Members

Members

- 1) Kenneth Meyers, Principal
- 2) Lisa Cardenas, Teacher
- 3) Maryanne Harpell, Teacher
- 4) Michelle Chabrol, Teacher
- 5) Rosemary Lipman, Teacher
- 6) Vivian Mendez, Teacher
- 7) Donald Lajoie, Teacher
- 8) Elba Ramos, Teacher
- 9) Heidi Pippin, Teacher
- 10) Jerome Delacruz, Teacher
- 11) Joela Lowe, Teacher
- 12) John Cruz, Parent
- 13) Ada Raxtun, Parent
- 14) Ahmed Aboushama, Parent
- 15) Areli Perez, Parent
- 16) Daniell Finney, Parent
- 17) Deidra John, Parent
- 18) Elizabeth Rios, Parent
- 19) Dorimar Dominguez, Parent
- 20) Jose Gonzalez, Parent
- 21) Laddy Sanchez, Parent
- 22) Mireya Zamibrano, Parent
- 23) Mrs.Tang, Parent
- 24) Nildalis Altus, Parent
- 25) Odette Morales, Parent
- 26) Stella Mejia, Parent
- 27) Tania Sanchez, Parent
- 28) Clayborn Foster, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Osceola KISSIMMEE ELEMENTARY SCHOOL 0042												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 355 Math: 355		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	60	N	64	N		92	Y				NA	46	40	Y	40	36	Y	68	NA	60	NA	
WHITE		NA		NA		NA		NA			NA															
BLACK		NA		NA		NA		NA			NA															
HISPANIC	100	Y	100	Y	59	N	62	N		91	Y				NA	47	41	Y	40	38	N	67	NA	59	N	
ASIAN		NA		NA		NA		NA			NA															
AMERICAN INDIAN		NA		NA		NA		NA			NA															
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	N	64	N		93	Y				NA	47	41	Y	40	36	Y	68	NA	60	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	53	N	56	N		90	Y				NA	55	47	Y	48	44	N	66	NA	60	N	
STUDENTS WITH DISABILITIES	100	Y	100	Y	38	N	43	N			NA				NA	59	62	N	57	57	N	41	N	39	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Osceola KISSIMMEE ELEMENTARY SCHOOL 0042													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 366 Math: 366		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	54	N	60	N		86	Y				NA	50	46	N	55	40	Y	64	Y	64	Y	NA	
WHITE	97	Y	97	Y		NA		NA			NA																
BLACK		NA		NA		NA		NA			NA																
HISPANIC	99	Y	99	Y	53	N	60	N		88	Y				NA	51	47	N	55	40	Y	63	Y	64	NA		
ASIAN		NA		NA		NA		NA			NA																
AMERICAN INDIAN		NA		NA		NA		NA			NA																
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	53	N	60	N		87	Y				NA	53	47	Y	59	40	Y	64	NA	64	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	45	N	52	N		81	Y				NA	61	55	N	66	48	Y	61	Y	60	NA		
STUDENTS WITH DISABILITIES	97	Y	97	Y	41	N	43	N			NA				NA	68	59	Y	72	57	Y						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Osceola KISSIMMEE ELEMENTARY SCHOOL 0042													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 502 Math: 502		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	98	Y	98	Y	50	N	45	N		81	86	Y				NA	52	54	NA	53	55	NA	54	NA	52	NA	
WHITE	94	N	95	Y		NA		NA			NA																
BLACK		NA		NA		NA		NA			NA																
HISPANIC	98	Y	99	Y	49	N	45	N		81	88	Y				NA	57	55	NA	56	55	NA	54	NA	51	NA	
ASIAN		NA		NA		NA		NA			NA																
AMERICAN INDIAN		NA		NA		NA		NA			NA																
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	47	N	41	N		81	87	Y				NA	56	58	NA	57	59	NA	52	NA	50	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	39	N	34	N		79	81	Y				NA	67	67	NA	63	66	NA	47	NA	46	NA	
STUDENTS WITH DISABILITIES	94	N	94	N	32	N	28	N		69	76	Y				NA	68	64	NA	65	72	NA	31	NA	44	NA	

SCHOOL GRADE DATA

Osceola School District KISSIMMEE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	71%	93%	43%	274	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	58%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	61% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District KISSIMMEE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	68%	85%	25%	240	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	64%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	76% (YES)			152	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					520	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District KISSIMMEE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	59%	83%	23%	231	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	48%			109	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	66% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					473	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested