

Kate M. Smith Elementary School



2014-15 School Improvement Plan

Kate M. Smith Elementary School

750 SINCLAIR ST, Chipley, FL 32428

<http://kms.wcsdschools.com>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
46%

Alternative/ESE Center
No

Charter School
No

Minority
26%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Washington County School Board on 11/10/2014.

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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Kate M. Smith Elementary School and the Washington County School District is to empower all students to become well educated, productive citizens by providing appropriate, high quality, and rigorous educational programs in a safe learning environment.

Provide the school's vision statement

The vision of Kate M. Smith Elementary School is to be recognized as a high performing school.

School Environment

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

The first step in the process is the registration packet. Part of the packet information provides information about a student's culture and family.

A second step is during our orientation process. Parents and students are invited to come and learn about the school campus, faculty and general guidelines for a successful year. We hold a beginning of the year orientation and an open house at the beginning of the second semester.

Another step in the process of learning about our students is through parent teacher conferences. Parents share important information with the teacher that will help teachers get to know the student better.

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

Students are greeted every morning as they get off the bus and out of their vehicles by administrators and staff.

In addition to that teachers are always at the classroom door to greet the students and ensure they get to the right place. Teachers walk students to and from the cafeteria, special areas classes and to the bus in the afternoon. Teachers also teach students about safety best practices. The school also has monthly emergency drills so students know what to do in the event of an incident.

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

We use the KNOW (Keep hands, feet and other objects to yourself, nice language only, on sidewalks and hallways, walk and when directions are given you begin immediately.) behavioral system.

Reminders are on the walls throughout the school. We also have a referral reporting system called FOCUS. All teachers submit referrals on line and an administrator will respond in a timely manner.

New employees are trained on new systems. Staff will be given a reminder of the process at the beginning of each year.

We will also be implementing a "Bucket Filler" concept to build positive character.

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

We provide counseling for students in groups or single session based on need with parental consent. Guidance counselors also provided weekly classroom lessons on various topics. Guidance counselor will also refer students to Life Management, Florida Therapy and other services that are available as needed.

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

Our school data is collected from one main source, FOCUS. Student's attendance, grades, state assessments and discipline can be found in FOCUS. Within FOCUS reports are generated weekly, monthly and quarterly to inform the leadership team of students progress.

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	
Attendance below 90 percent	88	82	58	67	71	366
One or more suspensions	13	10	14	11	12	60
Course failure in ELA or Math	14	20	1	5	2	42
Level 1 on statewide assessment	0	0	0	37	36	73

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

Indicator	Grade Level			Total
	K	3	4	
Students exhibiting two or more indicators	1	5	2	8

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

One intervention the school uses to improve academic performance of students is parent teacher conferences. Teachers will schedule a conference with parents to discuss progress or lack of progress and offer guidelines to assist the students. During the meeting attendance and discipline will be discussed.

The school also conduct Rti meetings. This meeting calls together teachers, administrators and analyst if needed to to discuss strategies/interventions to improve academic performance. Child Study Team meetings are held to discuss interventions for attendance concerns. Parents, guidance counselor and an administrator meet to first inform parents of the attendance policy and to discuss interventions to improve attendance.

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 available at the school site.

Description

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

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
Burdeshaw, Lesa	Principal
Lindsey, Bonnie	Assistant Principal
Ellis, Paula	Instructional Coach
Locke, Sule	Guidance Counselor
Clifton, Tiffany	Guidance Counselor
Brock, Dee	Instructional Coach

Duties

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

Each member of the team is responsible for viewing and tracking data on all students on a regular basis. The principal and assistant principal will complete daily/weekly classroom walk-throughs and provide feedback to teachers. Based on data collected, leadership team will determine what steps are necessary to maintain continuous instructional excellence. Analysts (Instructional Coaches) will provide modeling, professional development and assistance with curriculum mapping and implementation. Leadership meet as needed to discuss data.

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

The team will respond to FAIR, DRA and DEA data. After analyzing the data the leadership team will meet and plan interventions for the student. The individual students Rtl will be revisited monthly to determine if the interventions are being successful or if adjustments are necessary. The need will be documented and implemented immediately. Mrs. Burdeshaw (principal) or her designee will serve as chairperson of the each Rtl meeting.

Title 1 Funds are used to provide the following:

- a) Para-professionals to assist students as directed by teachers.
- b) In-service training teachers
- c) Provides for SES services
- d) provides textbooks and classroom materials for students

Supplemental Academic Instruction

These funds are used to provide after school tutoring. We invite targeted students and encourage them to attend at KMS.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lesa Burdeshaw	Principal
Julia Dillard	Parent
Jackie Jacks	Teacher
Jennifer Adkison	Teacher
Cindy Voorhees	Education Support Employee
Lindsay Banta	Education Support Employee
Lenora Henderson	Parent
Brett Brown	Parent
Crosby Carswell	Parent
Felisha McIntyre	Parent
Noella Beckley	Parent
Wendy Corbin	Parent
Robin Pemberton	Business/Community
Brittany Ashcraft	Parent
Garrett Martin	Parent
Keith Clark	Parent
Amy Hildebrand	Parent
Leslie Hull	Parent
Eric Pettis	Parent
Joy Green	Parent
Jeremy Clifton	Parent
Tim Patton	Parent
Michelle Sloan	Parent
Crystal Hubbs	Parent
Jaquelyn DeBout	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

- a. The School Improvement Plan was presented to parents during a SAC meeting. Ms. Lindsey reviewed plans and goals from last year. The members were informed about our accomplishments and some areas that we will work on this year. Lesa Burdeshaw shared the school overall performance. Lesa Burdeshaw continued the discussion by sharing reason for some changes to schedules to improve instructional outcomes.
- b. Bonnie Lindsey then presented the counsel with tentative goals for the 2014-15 year. Goal 1: If all students continue to engage in purposeful writing across all subject areas, then 85% of students will be proficient writers based on KMS writing rubric. Goal 2: By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in reading as measured by Florida Assessments, FAIR and DEA data. Goal 3: By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in Math as measured by Florida Assessments, FAIR and DEA data at the end of May. The school overall goals were to maintain high academic performance in Math and continue to work on proficiency in Reading and Writing for all students.
- c. Motion to approve SIP with other documentation and changes will be submitted at our next SAC meeting.

Development of this school improvement plan

The SAC will be given an opportunity to provide valuable input in the development of the school improvement plan. Prior to the first meeting the council will be given the previous years School Improvement Plan, Parent Involvement Plan and the Parent/Teacher Compact. The committee will meet and review data outcomes from last year. The committee will discuss what worked, what didn't work and why. During the first meeting the council will provide input regarding the improvement of all three items. There will opportunity for questions, suggestions and we will vote on our plan of action. The recommendations, if feasible, from the council will be submitted into the plan.

Preparation of the school's annual budget and plan

SAC committee will be provided the allotted budget for this year at the first meeting. The members will hear from the principal, parents and business owners regarding student and school needs. Mrs. Burdeshaw shared with the group the allocation for this year which is \$4,665.75.

Request for funds:

Mrs. Simms for FF Lab \$500.00

KMS Cameras \$2,000.00

KMS mimio pens \$1,000.00

A letter from Mrs. Simms was read requesting \$500.00.

A motion to allocate \$500.00 for the FF Lab was made by Eric Pettis...Seconded by Jackie Jacks.

Motion to allocate the funds was carried.

Lesa Burdeshaw presented several prices and styles of camera for consideration. After review of the information Julie Dillard made a motion to release an allocation not to exceed \$2,000.00 for two point and shoot cameras, two handy cam video cameras and one SLR camera. The motion was seconded by Jennifer Adkison. Motion was carried.

KMS teachers also need Mimio pens to be used with the Mimio boards. Tom Pittman made a motion to allocate not more than \$1,000.00 dollars to purchase Mimio pens. The motion was seconded by Jackie Jacks. Motion was carried.

The balance will be decided on at a future meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Purchased incentive supplies for our Fast Forward Computer lab \$500.00.

Purchased a snow cone machine and supplies \$1,974.00

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
Burdeshaw, Lesa	Principal
Lindsey, Bonnie	Assistant Principal
Ellis, Paula	Other
Brock, Dee	Other
Brown, Alyson	Teacher, K-12
Mashburn, Karen	Instructional Media
Hartzog, Kim	Teacher, K-12
Moss, Debbie	Teacher, K-12
Owens, Sammie	Teacher, K-12
Richter, Angie	Teacher, K-12
Steverson, Tiffany	Teacher, K-12
Wiggins, Sandi	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

Implement the literacy goals/plans that have been established for each grade level. The literacy team is also responsible for ensuring implementation of the annual reading plans. The goals include increased writing across all subject areas. LLT maintains the AR program and continues motivational trips for all students. LLT provides literacy nights for students and parents.

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

Teachers will have a common planning time per grade level. Teachers are encouraged to have weekly collaborative meetings regarding instructional concerns and progress. Administrators and/or analyst will join the meetings to provide input.

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

The school principal conducts interviews with applicants who have been screened for appropriate qualifications and certification. Teachers are recruited through the PAEC Consortium where applicants apply. Every effort possible is made to retain teachers through support, training and professional development opportunities. Teachers are regularly informed of professional development opportunities.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We will be utilizing our instructional analyst to mentor teachers. The analyst is a highly trained instructional coach and will have the necessary availability to be in the classroom and accessible to the new teachers. We believe that the analyst will be in a better position to observe and assist new teachers with responsibilities and instructional support.

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

The school analysts along with a group of teachers will meet and build curriculum maps and order of instruction guides using the Florida standards as the foundation. When building the both the maps and the order of instructions guides teachers will have the current curriculum in hand and compare them and order them based on the current Florida standards.

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

As data is collected, analyst and teachers will meet and review the data. Data is collected quarterly and weekly. Teachers will adjust small group instruction based on the data collected. Students having difficulty attaining proficiency will participate in one or more of the following: intensive reading group, one on one teacher/para tutoring, Fast-forward computer based program, extended reading group and extra practice using discovery probes.

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: After School Program

Minutes added to school year:

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

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

Our highly qualified guidance team along with our data clerk, provide timely records to schools making a request. When a student is enrolling, the team will contact the previous school for records and ensure the student has necessary documentation to begin at our school. The health clinic reviews records that are coming in and ensures necessary immunizations are up to date. Also when students withdraw health records are also forwarded to the receiving school.

Pre-k students are invited to come and tour the school prior to entering kindergarten.

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

Students are taught about the community. The students visit local businesses, such as the bank, Piggly Wiggly, Public Library, fire station, farms and more. Local business often visit the school and talk with our students about their careers. Gulf power presents annually to the third grade class.

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

Students are taught about the community. The students visit local businesses, such as the bank, Piggly Wiggly, Public Library, fire station, farms and more. Local business often visit the school and talk with our students about their careers. Gulf power presents annually to the third grade class.

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.** If all students continue to engage in purposeful writing across all subjects areas, then 85% of students will be proficient writers based on KMS writing rubric.
- G2.** By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in reading as measured by Florida Assessments, FAIR and DEA data.
- G3.** By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in Math as measured by Florida Assessements, FAIR and DEA data at the end of May.

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. If all students continue to engage in purposeful writing across all subjects areas, then 85% of students will be proficient writers based on KMS writing rubric. 1a

G036350

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0
CELLA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- KMS Writing Rubric
- Wonders Curriculum
- Supplemental writing resource (mimics standards)

Targeted Barriers to Achieving the Goal 3

- Students lack of exposure to the new writing formats

Plan to Monitor Progress Toward G1. 8

Quarterly comparisons will be made on students writing scores.

Person Responsible

Lesa Burdeshaw


Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

FSA and KMS writing rubrics

G2. By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in reading as measured by Florida Assessments, FAIR and DEA data. **1a**

 G036351

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal **2**

- Wonders Reading Program
- Beverly Tyner small group instruction
- Academic analysts
- Discovery Education Probes

Targeted Barriers to Achieving the Goal **3**

- Students low or lack of ability to comprehend what is read.

Plan to Monitor Progress Toward G2. **8**

Teacher Classroom assessment (Wonders)
FAIR
DRA
Accelerated Reading Program
DEA

Person Responsible

Paula Ellis

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Florida Assessment, FAIR, DEA and DRA data

G3. By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in Math as measured by Florida Assessments, FAIR and DEA data at the end of May. 1a

G036352

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- New Go Math program with Common Core Standards
- Academic analysts
- ThinkCentral SOAR computer program (with Go Math)
- Hands-on Manipulatives
- Discovery Education probes

Targeted Barriers to Achieving the Goal 3

- Students skill deficit in short and extended answers
- Parents ability to help students with new math strategies

Plan to Monitor Progress Toward G3. 8

Parent feed back from surveys and parent conferences

Person Responsible

Bonnie Lindsey

Schedule

Evidence of Completion

Parent conference notes from meetings

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. If all students continue to engage in purposeful writing across all subjects areas, then 85% of students will be proficient writers based on KMS writing rubric. **1**

 G036350

G1.B1 Students lack of exposure to the new writing formats **2**

 B087026

G1.B1.S1 Student will participate in writing opportunities to write using the new formats and style of writing. **4**

 S097758

Strategy Rationale

Students will develop confidence and skills writing in the new format.

Action Step 1 **5**

All students will participate in KMS writes every nine weeks.

Person Responsible

Dee Brock

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Student publications

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

KMS writes scores

Person Responsible

Dee Brock

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Comparison data

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

Leadership team will conduct daily walkthroughs during writing instruction

Person Responsible

Dee Brock

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teachscape walkthrough data, observation logs

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

Leadership team will conduct daily classroom walkthroughs.

Person Responsible

Lesa Burdeshaw

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teachscape walkthrough data

G2. By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in reading as measured by Florida Assessments, FAIR and DEA data. 1

G036351

G2.B3 Students low or lack of ability to comprehend what is read. 2

B087031

G2.B3.S1 Teach students to use strategies such as text evidence and text markings to gain better comprehension. 4

S097762

Strategy Rationale

Students will be skilled at using text to gain understanding.

Action Step 1 5

Teachers will use small group instruction to differentiate reading comprehension strategies. In small groups teachers will be able to reteach a comprehension strategy to mastery.

Person Responsible

Lesa Burdeshaw

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Weekly reading assessment data,

Action Step 2 5

Students will use Discovery Education probes to reinforce reading strategies.

Person Responsible

Paula Ellis

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom observation will be conducted by the leadership team.

Person Responsible

Lesa Burdeshaw

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teachscape data, observation log

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Leadership team will conduct daily walkthroughs during reading instruction and small group instruction

Person Responsible

Lesa Burdeshaw

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teachscape data and observation logs

G3. By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in Math as measured by Florida Assessments, FAIR and DEA data at the end of May. 1

G036352

G3.B1 Students skill deficit in short and extended answers 2

B087033

G3.B1.S1 Students will practice providing short and extended answers when problem solving math problems. 4

S097764

Strategy Rationale

Build students skills and confidence

Action Step 1 5

Teachers will use math journals

Person Responsible

Dee Brock

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Classroom assessment, walk-through visits

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Leadership team will conduct classroom walkthroughs.

Person Responsible

Lesa Burdeshaw

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teachscape and observation logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations

Person Responsible

Lesa Burdeshaw

Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Teachscape data

G3.B3 Parents ability to help students with new math strategies 2

 B087035

G3.B3.S1 Karen Beck will present information and strategies to parents on a scheduled parent night. 4

 S097768

Strategy Rationale

Well informed parents will be better able to assist their child.

Action Step 1 5

Parent Math Night

Person Responsible

Dee Brock

Schedule

Evidence of Completion

SOAR data reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Leadership team will be present at the math night.

Person Responsible

Lesa Burdeshaw

Schedule

Evidence of Completion

Parent sign in sheets and agenda from presenter

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Document presentation content and number of parents participating

Person Responsible

Bonnie Lindsey

Schedule

Evidence of Completion

Parent sign in sheet

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.S1.A1	All students will participate in KMS writes every nine weeks.	Brock, Dee	8/26/2014	Student publications	5/29/2015 quarterly
G2.B3.S1.A1	Teachers will use small group instruction to differentiate reading comprehension strategies. In small groups teachers will be able to reteach a comprehension strategy to mastery.	Burdeshaw, Lesa	8/18/2014	Weekly reading assessment data,	5/29/2015 daily
G3.B1.S1.A1	Teachers will use math journals	Brock, Dee	8/25/2014	Classroom assessment, walk-through visits	5/29/2015 weekly
G3.B3.S1.A1	Parent Math Night	Brock, Dee	10/22/2014	SOAR data reports	one-time
G2.B3.S1.A2	Students will use Discovery Education probes to reinforce reading strategies.	Ellis, Paula	9/2/2014		5/29/2015 weekly
G1.MA1	Quarterly comparisons will be made on students writing scores.	Burdeshaw, Lesa	8/25/2014	FSA and KMS writing rubrics	5/29/2015 quarterly
G1.B1.S1.MA1	Leadership team will conduct daily classroom walkthroughs.	Burdeshaw, Lesa	8/25/2014	Teachscape walkthrough data	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	KMS writes scores	Brock, Dee	8/26/2014	Comparison data	5/29/2015 quarterly
G1.B1.S1.MA3	Leadership team will conduct daily walkthroughs during writing instruction	Brock, Dee	8/25/2014	Teachscape walkthrough data, observation logs	5/29/2015 daily
G2.MA1	Teacher Classroom assessment (Wonders) FAIR DRA Accelerated Reading Program DEA	Ellis, Paula	8/25/2014	Florida Assessment, FAIR, DEA and DRA data	5/29/2015 quarterly
G2.B3.S1.MA1	Leadership team will conduct daily walkthroughs during reading instruction and small group instruction	Burdeshaw, Lesa	8/25/2014	Teachscape data and observation logs	5/29/2015 daily
G2.B3.S1.MA1	Classroom observation will be conducted by the leadership team.	Burdeshaw, Lesa	8/25/2014	Teachscape data, observation log	5/29/2015 daily
G2.B3.S1.MA3	[no content entered]			one-time	
G3.MA1	Parent feed back from surveys and parent conferences	Lindsey, Bonnie	Parent conference notes from meetings	one-time	
G3.B1.S1.MA1	Classroom observations	Burdeshaw, Lesa	8/25/2014	Teachscape data	5/29/2015 weekly
G3.B1.S1.MA1	Leadership team will conduct classroom walkthroughs.	Burdeshaw, Lesa	8/25/2014	Teachscape and observation logs	5/29/2015 weekly
G3.B3.S1.MA1	Document presentation content and number of parents participating	Lindsey, Bonnie	Parent sign in sheet	one-time	
G3.B3.S1.MA1	Leadership team will be present at the math night.	Burdeshaw, Lesa	10/22/2014	Parent sign in sheets and agenda from presenter	one-time

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. If all students continue to engage in purposeful writing across all subjects areas, then 85% of students will be proficient writers based on KMS writing rubric.

G1.B1 Students lack of exposure to the new writing formats

G1.B1.S1 Student will participate in writing opportunities to write using the new formats and style of writing.

PD Opportunity 1

All students will participate in KMS writes every nine weeks.

Facilitator

Dee Brock / KMS Writes new state rubrics

Participants

Teachers K-4

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

G2. By using test formats that mimic standards and focusing on curriculum maps and order of instruction guidelines all students will show academic gains in reading as measured by Florida Assessments, FAIR and DEA data.

G2.B3 Students low or lack of ability to comprehend what is read.

G2.B3.S1 Teach students to use strategies such as text evidence and text markings to gain better comprehension.

PD Opportunity 1

Students will use Discovery Education probes to reinforce reading strategies.

Facilitator

Paula Ellis/ Cmaps - Order of Instruction based ofn Florida Standards

Participants

Teachers K-4

Schedule

Weekly, from 9/2/2014 to 5/29/2015