

Washington County School District

Kate M. Smith Elementary School



2015-16 School Improvement Plan

Kate M. Smith Elementary School

750 SINCLAIR ST, Chipley, FL 32428

<http://kms.wcsdschools.com>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 the 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	32	26	17	22	29	126
One or more suspensions	4	7	5	4	11	31
Course failure in ELA or Math	14	28	1	5	2	50
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	7	9	1	1	2	20

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 parents 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?

No

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:

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 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 I-Ready, DRA and FSA 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:

Name	Stakeholder Group
Jackie Jacks	Teacher
Lindsay Banta	Education Support Employee
Lenora Henderson	Parent
Wendy Corbin	Parent
Robin Pemberton	Business/Community
Keith Clark	Parent
Amy Hildebrand	Parent
Leslie Hull	Parent
Jeremy Clifton	Parent
Tim Patton	Parent
Michelle Sloan	Parent
Crystal Hubbs	Parent
Rosa Maldonado	Parent
Bridgitte Forward	Parent
Arelly Sapp	Parent
Sherrie Segers	Parent
Monica Baxley	Student
Tracey Long	Parent
Elizabeth King	Parent
Rechelle Kirkland	Parent
Ashten Hatcher	Parent
Jennifer Kennedy	Parent
Daniel Finch	Parent
Felicia Staten	Parent
April Johnson	Teacher
Asheigh Watford	Education Support Employee
Nicole Finch	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 on September 1, 2015. Ms. Lindsey reviewed plans and goals from last year. At the time of the meeting we did not have scores back from the state. We were unable to evaluate our success or not. We will address that at a later meet

Development of this school improvement plan

During the September 1, 2015 meeting, the floor was opened for suggestions for goals for the upcoming year. Bonnie Lindsey presented three tentative goals for the 2015-16 school year. The members reviewed the goals and agreed to move forward with the goals. The members were given the opportunity for input. None was suggested at the time. Everyone was given a form to submit ideas later. The committee will revisit the plan at our next meeting.

Preparation of the school's annual budget and plan

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 \$7,511.22.

Request for funds:

Mrs. Sims for FF Lab \$600.00

Ms. Franklin- science lab supplies - \$400.00

Mrs. Edwards - music/drums - \$750.00

A letter from Mrs. Simms was read requesting \$600.00.

A motion to allocate \$600.00 for the FF Lab was made by Robin Pemberton...Seconded by Rechelle Kirkland. Motion to allocate the funds was carried.

Becky Franklin submitted a request for K-2 Science lab equipment for second semester. There was discussion that this would not exceed \$400.00. A motion to approve the funds for science equipment needed for second semester lab activities was given by Wendy Corbin. It was seconded by Jackie Jacks. Motion carried.

Penny Edwards submitted a request for \$750 to buy drums for the music program. A motion to approve the funds was made by Kalonya Bellamy. It was seconded by Tim Patton. Motion 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 cameras for school use: \$2,000.00.

Purchased mimio pens for teachers: \$1,000.00.

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:

Name	Title
Burdeshaw, Lesa	Principal
Lindsey, Bonnie	Assistant Principal
Ellis, Paula	Other
	Other
Brown, Alyson	Teacher, K-12
Mashburn, Karen	Instructional Media
Hartzog, Kim	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.

Teachers also participate in social activities held at the school. We celebrate birthdays.

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

We post our school data, mission, vision, and etc 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. The positions and criteria for teachers are advertised through PAEC and school site offices. 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. teachers also participate in a district training. 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. In addition, Dr. Spyrka also developed guidelines for Science mapping and assessment for third and fourth grade students.

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 i-Ready lessons.

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)

- Core Academic Instruction

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.** Increase instructional time between testing windows.
- G2.** When all teachers consistently implement curriculum maps and order of instruction for writing and science, all students will improve in writing and science proficiency by eight percent.
- G3.** By using intense, direct and small group instruction, thirty-one (31%) percent of students in the skills recovery(first grade retained students) class will be promoted to third grade.
- G4.** By using i-Ready progress monitoring and instruction software program, all students will show a year's worth of growth in math and reading from August 2015 to May 2016 as determined by i-ready.

Strategic Goals Detail

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

G1. Increase instructional time between testing windows. 1a

G074921

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Effective+ Administrators

Resources Available to Support the Goal 2

- Curriculum maps and order of instruction training

Targeted Barriers to Achieving the Goal 3

- State and federal mandates

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. When all teachers consistently implement curriculum maps and order of instruction for writing and science, all students will improve in writing and science proficiency by eight percent. 1a

G074922

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	8.0
Science Achievement District Assessment	8.0

Resources Available to Support the Goal 2

- KMS Writing Rubric
- Wonders Curriculum
- Supplemental writing resource (mimics standards)
- Curriculum maps and order of instruction developed by and with Dr. Spyrika and analysts
- Dr. Donna Spyrika progress monitoring guidelines and assessments

Targeted Barriers to Achieving the Goal 3

- Teachers not consistently following the writing maps and order of instruction provided to them.

Plan to Monitor Progress Toward G2. 8

Quarterly comparisons will be made on students writing scores.

Person Responsible

Paula Ellis

Schedule

Quarterly, from 8/17/2015 to 5/20/2016

Evidence of Completion

FSA and KMS writing rubrics

G3. By using intense, direct and small group instruction, thirty-one (31%) percent of students in the skills recovery(first grade retained students) class will be promoted to third grade. 1a

G074923

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	13.0

Resources Available to Support the Goal 2

- Wonders Reading Program
- Beverly Tyner small group instruction
- After school
- i-Ready- computer based instructional and progress monitoring program

Targeted Barriers to Achieving the Goal 3

- Students retained in first grade

Plan to Monitor Progress Toward G3. 8

Teacher Classroom assessment (Wonders)
DRA
i-Ready

Person Responsible

Lesa Burdeshaw

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Wonders assessments, DRA, i-ready

G4. By using i-Ready progress monitoring and instruction software program, all students will show a year's worth of growth in math and reading from August 2015 to May 2016 as determined by i-ready. 1a

G074924

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	80.0

Resources Available to Support the Goal 2

- New Go Math program with Common Core Standards
- Academic analysts
- Hands-on Manipulatives
- i-ready program

Targeted Barriers to Achieving the Goal 3

- New program- teachers and students lack of familiarity.

Plan to Monitor Progress Toward G4. 8

Diagnostic data will be used to set goals and monitor progress.

Person Responsible

Lesa Burdeshaw

Schedule

Every 6 Weeks, from 9/1/2015 to 5/27/2016

Evidence of Completion

i-ready reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase instructional time between testing windows. **1**

 G074921

G1.B1 State and federal mandates **2**

 B195682

G1.B1.S1 Work with district administrator, analyst and principal to develop and adjust testing windows.

4

 S207361

Strategy Rationale

We believe if we allow for at least twelve weeks of instruction, students will have better results on assessments.

Action Step 1 **5**

Prior to teachers return, schedule time to plan the testing windows for better results.

Person Responsible

Paula Ellis

Schedule

Daily, from 7/13/2015 to 10/16/2015

Evidence of Completion

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

Implementation of the assessments as scheduled

Person Responsible

Paula Ellis

Schedule

Quarterly, from 9/1/2015 to 5/20/2016

Evidence of Completion

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

Data will be collected and compared to last year

Person Responsible

Paula Ellis

Schedule

Quarterly, from 9/1/2015 to 5/20/2016

Evidence of Completion

G2. When all teachers consistently implement curriculum maps and order of instruction for writing and science, all students will improve in writing and science proficiency by eight percent. 1

G074922

G2.B1 Teachers not consistently following the writing maps and order of instruction provided to them. 2

B195683

G2.B1.S2 Teachers will work with Dr. Spyrka, Dee Brock and Paula Ellis to develop curriculum maps and on order of instruction guides 4

S207363

Strategy Rationale

Teachers will see the value of the guides therefore being more inclined to follow them.

Action Step 1 5

During the summer of 2015, analyst and Dr. Spyrka will work with the teachers and develop the maps

Person Responsible

Dee Brock

Schedule

Biweekly, from 7/13/2015 to 7/31/2015

Evidence of Completion

Walk through notes and conference notes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Reference to the map, standards and order of instruction will be reviewed as walk-throughs are being conducted.

Person Responsible

Lesa Burdeshaw

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Student outcomes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Continous classroom walk-through

Person Responsible

Paula Ellis

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Teachers lesson plans and walk through notes

G3. By using intense, direct and small group instruction, thirty-one (31%) percent of students in the skills recovery(first grade retained students) class will be promoted to third grade. 1

 G074923

G3.B1 Students retained in first grade 2

 B195686

G3.B1.S1 Parents will be told that students must attend the after school in order to participate in the program. 4

 S207365

Strategy Rationale

Parents will know going in that it is required and the best way to meet the goal.

Action Step 1 5

Students will be selected and parents informed of the plan.

Person Responsible

Alyson Brown

Schedule

On 5/20/2016

Evidence of Completion

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

Regular meetings will be held with the teacher and the administrator to discuss progress and needs.

Person Responsible

Alyson Brown

Schedule

Biweekly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Student classroom assessment results.

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

Regular analysis of student progress

Person Responsible

Alyson Brown

Schedule

Every 3 Weeks, from 9/18/2015 to 5/27/2016

Evidence of Completion

Assessment from classroom and i-Ready data

G4. By using i-Ready progress monitoring and instruction software program, all students will show a year's worth of growth in math and reading from August 2015 to May 2016 as determined by i-ready. 1

G074924

G4.B1 New program- teachers and students lack of familiarity. 2

B195688

G4.B1.S1 Teachers will have appropriate training and time to become familiar with the program. 4

S207367

Strategy Rationale

When the teachers are trained and confident students will be confident in the new program.

Action Step 1 5

Train the analyst, teachers and administrators

Person Responsible

Dee Brock

Schedule

On 7/9/2015

Evidence of Completion

PAEC follow-up

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review online reports from i-ready

Person Responsible

Lesa Burdeshaw

Schedule

Every 6 Weeks, from 9/7/2015 to 5/27/2016

Evidence of Completion

Data notebooks will keep records of reports.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom observations and data conference meeting with teachers and administrators

Person Responsible

Lesa Burdeshaw

Schedule

Every 3 Weeks, from 9/1/2015 to 5/27/2016

Evidence of Completion

Teachscape data

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	Prior to teachers return, schedule time to plan the testing windows for better results.	Ellis, Paula	7/13/2015		10/16/2015 daily
G2.B1.S2.A1	During the summer of 2015, analyst and Dr. Spyrka will work with the teachers and develop the maps	Brock, Dee	7/13/2015	Walk through notes and conference notes.	7/31/2015 biweekly
G3.B1.S1.A1	Students will be selected and parents informed of the plan.	Brown, Alyson	7/13/2015		5/20/2016 one-time
G4.B1.S1.A1	Train the analyst, teachers and administrators	Brock, Dee	7/9/2015	PAEC follow-up	7/9/2015 one-time
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Data will be collected and compared to last year	Ellis, Paula	9/1/2015		5/20/2016 quarterly
G1.B1.S1.MA1	Implementation of the assessments as scheduled	Ellis, Paula	9/1/2015		5/20/2016 quarterly
G2.MA1	Quarterly comparisons will be made on students writing scores.	Ellis, Paula	8/17/2015	FSA and KMS writing rubrics	5/20/2016 quarterly
G2.B1.S2.MA1	Continous classroom walk-through	Ellis, Paula	8/17/2015	Teachers lesson plans and walk through notes	5/20/2016 weekly
G2.B1.S2.MA1	Reference to the map, standards and order of instruction will be reviewed as walk-throughs are being conducted.	Burdeshaw, Lesa	8/17/2015	Student outcomes	5/20/2016 weekly
G3.MA1	Teacher Classroom assessment (Wonders) DRA i-Ready	Burdeshaw, Lesa	9/7/2015	Wonders assessments, DRA, i-ready	5/27/2016 quarterly
G3.B1.S1.MA1	Regular analysis of student progress	Brown, Alyson	9/18/2015	Assessment from classroom and i-Ready data	5/27/2016 every-3-weeks
G3.B1.S1.MA1	Regular meetings will be held with the teacher and the administrator to discuss progress and needs.	Brown, Alyson	9/7/2015	Student classroom assessment results.	5/20/2016 biweekly
G4.MA1	Diagnostic data will be used to set goals and monitor progress.	Burdeshaw, Lesa	9/1/2015	i-ready reports	5/27/2016 every-6-weeks
G4.B1.S1.MA1	Classroom observations and data conference meeting with teachers and administrators	Burdeshaw, Lesa	9/1/2015	Teachscape data	5/27/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Review online reports from i-ready	Burdeshaw, Lesa	9/7/2015	Data notebooks will keep records of reports.	5/27/2016 every-6-weeks

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.

G2. When all teachers consistently implement curriculum maps and order of instruction for writing and science, all students will improve in writing and science proficiency by eight percent.

G2.B1 Teachers not consistently following the writing maps and order of instruction provided to them.

G2.B1.S2 Teachers will work with Dr. Spyrka, Dee Brock and Paula Ellis to develop curriculum maps and on order of instruction guides

PD Opportunity 1

During the summer of 2015, analyst and Dr. Spyrka will work with the teachers and develop the maps

Facilitator

Dr. Spyrka and Dee Brock

Participants

K-4 teachers

Schedule

Biweekly, from 7/13/2015 to 7/31/2015