Kate M. Smith Elementary School

2016-17 Schoolwide Improvement Plan

Kate M. Smith Elementary School

1447 SOUTH BLVD, Chipley, FL 32428

http://kms.wcsdschools.com

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	B

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Kate M. Smith Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 students 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. We will hold a parent night during the first nine weeks.

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.

b. 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.

c. 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 implement a "Bucket Filler" concept to build positive character.

d. 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 and assistant principals 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	31	18	28	25	0	0	0	0	0	0	0	0	133
One or more suspensions	1	0	3	3	1	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	14	28	1	3	8	0	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	30	41	0	0	0	0	0	0	0	0	71

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	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	9	1	8	12	0	0	0	0	0	0	0	0	32

c. 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 MTSS 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. 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.

C. 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).

1. School Leadership Team

a. 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	School Counselor
Clifton, Tiffany	School Counselor
Brock, Dee	Instructional Coach
Tyre, Chris	Assistant Principal

b. Duties

1. 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.

2. 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 MTSS 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 RTI 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 sevices
d) provides textbooks and classroom materials for students

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lesa Burdeshaw	Principal
Kelly Kunde	Teacher
Lisa Banta	Education Support Employee
Monica Baxley	Parent
Amanda Clark	Parent
Rechelle Kirkland	Parent
Jeremy Clifton	Parent
Tracey Long	Teacher
Felicia Staten	Teacher
Felicia Kirkland	Education Support Employee
April Johnson	Student
Ashleigh Watford	Student
Bonnie Lindsey	Education Support Employee
Christopher Tyre	Education Support Employee
Bridgitte Forward	Parent
Lenora Henderson	Parent
Arely Sapp	Parent
Michelle Sloan	Parent
Rosa Maldonado	Parent
Amy Hildebrand	Parent
Leslie Hull	Parent
Tim Patton	Parent
Crystal Hubbs	Parent
Elizabeth King	Parent
Daniel Finch	Parent
Noella Bekley	Parent
Wendy Corbin	Parent
Robin Pemberton	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

a. The School Improvement Plan was presented to parents during a SAC meeting on September 6, 2016. Mr. Tyre reviewed plans and goals from last year. We have received our scores back from the state and Kate M. Smith Elementary School received an A for the 2015-16 school years for the Florida Department of Education.

b. Development of this school improvement plan

During the September 6, 2016 meeting, the floor was opened for suggestions for goals for the upcoming year. Bonnie Lindsey presented four tentative goals for the 2016-17 school year. The members reviewed the goals and agreed to move forward with the goals. The members were given the opportunity for input. The one suggestion was to make sure the vocabulary goal was across all subject areas, not just Language Arts. The committee will revisit the plan at our next meeting.

c. 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 that we have $1533.00 left over from last years allocation and we should receive this years allocation in October.

Request for funds:
Mrs. Sims and Ms. Peel for FF Lab and Computer Lab - $800
Ms. Franklin for K-2 science lab - any amount, but have received between $400 and $800 previously.
Para Pack - supplies for enrichment activities - $250

The committee discussed these requests and a motion was made to to give each group $200 at this time with the committee to look into more funding once this years allocation is received. This motion was seconded and passed by the committee.

2. 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 $600.00
Purchase equipment for K-2 science lab $400
Purchased Drums for the music program $750

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Burdeshaw, Lesa	Principal
Lindsey, Bonnie	Assistant Principal
Ellis, Paula	Other
Tyre, Chris	Assistant Principal
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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 though 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, fourth, and fifth grade students.

b. Instructional Strategies

1. 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-forword computer based program, extended reading group and extra practice using i-Ready lessons.

2. 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: 30,600

* Core Academic Instruction

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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 glass.

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

N/A

3. 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 glass.

4. 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.

N/A

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. Teachers will give students explicit instruction in vocabulary, and teachers will help the students learn the meaning of new words and strengthen their independent skills of constructing the meaning of texts. By doing this we will increase our vocabulary scores by 10%.

G2. Ensure that the Writing Orders of Instruction are being followed with fidelity and cold writes are completed and scored in a timely fashion so that feedback can be given to the students.

G3. 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 2016 to May 2017 as determined by i-ready.

Strategic Goals Detail

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

G1. Teachers will give students explicit instruction in vocabulary, and teachers will help the students learn the meaning of new words and strengthen their independent skills of constructing the meaning of texts. By doing this we will increase our vocabulary scores by 10%. `1a`

🔑 G088341

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	10.0

Targeted Barriers to Achieving the Goal `3`

- Lack of communication with adults/others.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- i-Ready instructional program.

- Teachers giving explicit instruction in vocabulary.

- Elements of Reading Vocabulary

- Wonders Vocabulary Instructions

Plan to Monitor Progress Toward G1. `8`

Date from i-Ready diagnostic tests.

Person Responsible

Paula Ellis

Schedule

On 5/26/2017

Evidence of Completion

Administrators and Academic Analysts will print and review reports showing gains or losses on the i-Ready diagnostic tests.

G2. Ensure that the Writing Orders of Instruction are being followed with fidelity and cold writes are completed and scored in a timely fashion so that feedback can be given to the students. `1a`

`G088342`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal `3`

- Students' vocabulary and language deficiencies

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Curriculum maps and order of instruction training.

- Reading passages, prompts, and grading rubrics are provided for each grade.

- Collaboration within grade levels.

Plan to Monitor Progress Toward G2. `8`

Cold writes will be collected quarterly and iReady diagnostic test.

Person Responsible

Paula Ellis

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

G3. 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 2016 to May 2017 as determined by i-ready. `1a`

🔍 G088343

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	100.0
Math Gains	100.0

Targeted Barriers to Achieving the Goal `3`

- Teachers not consistently following the i-Ready program

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Academic Anylusts

- Hands-one Manipulatives

- i-Ready Program

- Go Math program with Florida Standards

Plan to Monitor Progress Toward G3. `8`

Quarterly comparisons will be made on students i-Ready scores.

Person Responsible
Paula Ellis

Schedule
Quarterly, from 8/11/2016 to 5/31/2017

Evidence of Completion
i-Ready

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. Teachers will give students explicit instruction in vocabulary, and teachers will help the students learn the meaning of new words and strengthen their independent skills of constructing the meaning of texts. By doing this we will increase our vocabulary scores by 10%. `1`

🔑 G088341

G1.B2 Lack of communication with adults/others. `2`

🔑 B234929

G1.B2.S1 Cooperative learning. `4`

🔑 S247706

Strategy Rationale

Students are allowed to discuss and communicate with each other and the instructor. This will allow them to expand their vocabulary.

Action Step 1 `5`

Teacher's will incorporate cooperative learning into their daily routines to insure students have an opportunity to communicate and build on their ideas with teacher and classmate.

Person Responsible

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitoring for use of cooperative learning by Administrators and Academic Analysts.

Person Responsible

Paula Ellis

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

i-Ready Educational Program scores, administrator walk through notes, and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

We will use i-Ready diagnostic tests and FSA tests

Person Responsible

Schedule

Evidence of Completion

By using i-Ready diagnostic tests and the FSA we will be able to provide evidence of the effectiveness.

G2. Ensure that the Writing Orders of Instruction are being followed with fidelity and cold writes are completed and scored in a timely fashion so that feedback can be given to the students. 1

🔍 G088342

G2.B2 Students' vocabulary and language deficiencies 2

🔍 B234931

G2.B2.S1 Explicit vocabulary instruction. 4

🔍 S247708

Strategy Rationale

To isolate vocabulary related to content.

Action Step 1 5

Teachers will use the Elements of Reading Vocabulary program daily.

Person Responsible

Paula Ellis

Schedule

On 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will monitor the fidelity of implementation through classroom observations and scheduled grade level meetings.

Person Responsible

Lesa Burdeshaw

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Writing score sheets, lesson plans, and observation notes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Through the use of The Elements of Vocabulary Program, teachers will provide explicit instruction in vocabulary. With this implementation, students will show gains in the area of vocabulary on their iReady diagnostics throughout the school year and their cold write assessments.

Person Responsible

Lesa Burdeshaw

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

iReady and cold writes.

G3. 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 2016 to May 2017 as determined by i-ready. `1`

🔑 G088343

G3.B1 Teachers not consistently following the i-Ready program `2`

🔑 B234932

G3.B1.S1 Administrators/analysts will conduct daily/weekly walk-through during reading and math lessons. `4`

🔑 S247709

Strategy Rationale

Walk-through will help determine if i-Ready lessons are being followed.

Action Step 1 `5`

Dee Brock and Paula Ellis will work with teachers to make sure they follow the i-Ready program

Person Responsible

Paula Ellis

Schedule

Daily, from 8/11/2016 to 5/31/2017

Evidence of Completion

Analysts will review student use and progress during the year.

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

i-Ready

Person Responsible

Paula Ellis

Schedule

Quarterly, from 8/11/2016 to 5/31/2017

Evidence of Completion

Comparison data

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

Leadership team will conduct daily walkthroughs during i-REady lessons

Person Responsible

Lesa Burdeshaw

Schedule

Daily, from 8/11/2016 to 5/31/2017

Evidence of Completion

Teachscape walkthrough data, observation logs

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

Classroom observations and data conference meetings with teachers and analysts.

Person Responsible

Paula Ellis

Schedule

Quarterly, from 8/11/2016 to 5/31/2017

Evidence of Completion

Data from the i-Ready program.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 🔑 M335982	We will use i-Ready diagnostic tests and FSA tests		No Start Date	By using i-Ready diagnostic tests and the FSA we will be able to provide evidence of the effectiveness.	No End Date one-time
G1.MA1 🔑 M335984	Date from i-Ready diagnostic tests.	Ellis, Paula	8/11/2016	Administrators and Academic Analysts will print and review reports showing gains or losses on the i-Ready diagnostic tests.	5/26/2017 one-time
G2.MA1 🔑 M335989	Cold writes will be collected quarterly and iReady diagnostic test.	Ellis, Paula	8/11/2016		5/26/2017 quarterly
G1.B2.S1.MA1 🔑 M335983	Monitoring for use of cooperative learning by Administrators and Academic Analysts.	Ellis, Paula	8/11/2016	i-Ready Educational Program scores, administrator walk through notes, and lesson plans.	5/26/2017 quarterly
G1.B2.S1.A1 🔑 A322690	Teacher's will incorporate cooperative learning into their daily routines to insure students have...		8/11/2016		5/26/2017 quarterly
G2.B2.S1.MA1 🔑 M335987	Through the use of The Elements of Vocabulary Program, teachers will provide explicit instruction...	Burdeshaw, Lesa	8/11/2016	iReady and cold writes.	5/26/2017 quarterly
G2.B2.S1.MA1 🔑 M335988	Administration will monitor the fidelity of implementation through classroom observations and...	Burdeshaw, Lesa	8/11/2016	Writing score sheets, lesson plans, and observation notes.	5/26/2017 quarterly
G2.B2.S1.A1 🔑 A322692	Teachers will use the Elements of Reading Vocabulary program daily.	Ellis, Paula	8/11/2016		5/26/2017 one-time
G3.MA1 🔑 M335997	Quarterly comparisons will be made on students i-Ready scores.	Ellis, Paula	8/11/2016	i-Ready	5/31/2017 quarterly
G3.B1.S1.MA1 🔑 M335990	Classroom observations and data conference meetings with teachers and analysts.	Ellis, Paula	8/11/2016	Data from the i-Ready program.	5/31/2017 quarterly
G3.B1.S1.MA1 🔑 M335991	i-Ready	Ellis, Paula	8/11/2016	Comparison data	5/31/2017 quarterly
G3.B1.S1.MA3 🔑 M335992	Leadership team will conduct daily walkthroughs during i-REady lessons	Burdeshaw, Lesa	8/11/2016	Teachscape walkthrough data, observation logs	5/31/2017 daily
G3.B1.S1.A1 🔑 A322693	Dee Brock and Paula Ellis will work with teachers to make sure they follow the i-Ready program	Ellis, Paula	8/11/2016	Analysts will review student use and progress during the year.	5/31/2017 daily

V. Professional Development Opportunities

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