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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	A	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission 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 of excellence.

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
Tyre, Chris	Assistant Principal
Clifton, Tiffany	School Counselor
Locke, Sule	School Counselor
Ellis, Paula	Instructional Coach
Lerner, Yvette	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 principals 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 and other needs. The team also serves as support for students, staff and parents.

Early Warning Systems

Year 2017-18

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	44	36	25	25	34	33	0	0	0	0	0	0	0	197
One or more suspensions	1	1	0	0	4	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	5	4	11	2	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	11	33	36	0	0	0	0	0	0	0	80

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		1	0	3	7	21	12	0	0	0	0	0	0	44

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	21	4	0	6	2	0	0	0	0	0	0	0	36
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/9/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The reading and math component in regards to the lowest twenty-five percent. Unable to determine a trend due to lack of data.

Which data component showed the greatest decline from prior year?

The ELA learning gains was the area of greatest decline from prior year.

Which data component had the biggest gap when compared to the state average?

The math learning gain component had the biggest gap when compared to the state.

Which data component showed the most improvement? Is this a trend?

Overall math learning gains showed the most improvement. Unable to determine trend due to lack of data.

Describe the actions or changes that led to the improvement in this area.

There were staff adjustments made. Teachers participated in professional development. We also implemented intense small group and individualized math groups.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	60%	56%	63%	59%	52%
ELA Learning Gains	58%	53%	55%	60%	55%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	49%	45%	48%	49%	48%	46%
Math Achievement	71%	67%	62%	71%	69%	58%
Math Learning Gains	62%	55%	59%	82%	72%	58%
Math Lowest 25th Percentile	42%	40%	47%	77%	62%	46%
Science Achievement	60%	57%	55%	0%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	44 ()	36 ()	25 ()	25 ()	34 ()	33 ()	197 (0)
One or more suspensions	1 ()	1 (0)	0 (0)	0 (0)	4 (0)	1 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	5 (0)	4 (0)	11 (0)	2 (0)	22 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	11 (0)	33 (0)	36 (0)	80 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	66%	4%	57%	13%
	2017	67%	64%	3%	58%	9%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	59%	55%	4%	56%	3%
	2017	64%	57%	7%	56%	8%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
05	2018	57%	53%	4%	55%	2%
	2017	56%	54%	2%	53%	3%
Same Grade Comparison		1%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	70%	2%	62%	10%
	2017	75%	69%	6%	62%	13%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	76%	73%	3%	62%	14%
	2017	77%	73%	4%	64%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		1%				
05	2018	55%	52%	3%	61%	-6%
	2017	48%	54%	-6%	57%	-9%
Same Grade Comparison		7%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	56%	3%	55%	4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	47	34	45	46	43	22				
BLK	51	47	33	58	45	29	45				
HSP	58	55		83	91						
MUL	64	62		60	64						
WHT	70	60	59	74	64	40	63				
FRL	58	55	46	65	58	37	61				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	35	24	44	42	29	19				
BLK	47	53	50	54	49	38	32				
HSP	44	40		72	30						
MUL	48	73		68	42						
WHT	69	61	48	70	54	33	65				
FRL	54	55	44	62	50	36	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Students in the lowest quartile in the areas of reading and math.

Rationale Data shows only forty-eight percent of students in the lowest quartile made adequate growth.

Intended Outcome All students will make gains and close the achievement gap.

Point Person Yvette Lerner (yvette.lerner@wcsdschools.com)

Action Step

Description Students and teachers will conduct math and reading chats about their data. Teachers and parents will hold MTSS meeting as needed. Teachers will build positive growth mindset in each student. Teachers will work with students on multi-sensory skills.

Person Responsible Paula Ellis (paula.ellis@wcsdschools.com)

Plan to Monitor Effectiveness

Description Grade level and administrative meetings will be held to review progress and data.

Person Responsible Lesa Burdeshaw (lesa.burdeshaw@wcsdschools.com)

Activity #2

Title Build stronger student-teacher relationships

Rationale Studies show that when student and teacher have a good relationship student achievement increases.

Intended Outcome All teacher and student relationships will be positive and strong which will foster academic excellence.

Point Person Chris Tyre (chris.tyre@wcsdschools.com)

Action Step

Description Teachers will greet students at their classroom door each morning. Teachers will make positive contact with parents. Teachers will attend as many student outside events to show support.

Person Responsible Lesa Burdeshaw (lesa.burdeshaw@wcsdschools.com)

Plan to Monitor Effectiveness

Description Students will participate in an online survey. Also, leadership team will meet monthly to discuss observations of implementation of the steps.

Person Responsible Lesa Burdeshaw (lesa.burdeshaw@wcsdschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We have attended PD, are conducting book studies and increased communication to assist in building positive relationships with families. We are making efforts to increase our outreach and have more events for the parents at the school.

PFEP Link

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

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 have a mental health counselor this year to help with severe issues students may have. We have added back character education to our curriculum for all students as well.

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

We take our 5th graders to the middle school for a visit in the spring to help the transition. We have orientation for kindergarten and prek during the summer just before school begins. The county Head Start program works closely with kindergarten teachers. They bring their children who will be in kindergarten here in the spring and invite our teachers to visit the center for special occasions.

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 leadership team works together to ensure schedules are followed for maximum impact. We analyze data frequently, attend Mtss meetings, and confer to ensure programs purchased are being used and are effective. This includes classroom observation and teacher input.

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

While this has less impact here at a Prek-5 school, we do talk to children about career choices and partner with such organizations as the city Garden Club, local businesses and Kiwanis to help with a positive influence on children. Our kindergarten visits many local businesses during their exploration of community in the spring.

Part V: Budget

Total:	\$0.00
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