



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Kate M. Smith Elementary School**

750 SINCLAIR ST

Chipley, FL 32428

850-638-6220

<http://kms.wcsdschools.com>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 46%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 26%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Kate M. Smith Elementary School

##### Principal

Lesa Burdeshaw

##### School Advisory Council chair

Julie Dillard

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lesa Burdeshaw	Principal
Bonnie Lindsey	Assistant Principal
Sule Locke	Guidance Counselor
Tiffany Clifton	Guidance Counselor
Paula Ellis	Literacy Analyst
Debbie Bush	Math/Science Specialist
Dee Brock	Literacy Specialist

#### District-Level Information

##### District

Washington

##### Superintendent

Mr. Joseph Taylor

##### Date of school board approval of SIP

10/14/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Lesa Burdeshaw - Principal  
 Bonnie Lindsey - Asst. Principal  
 Jackie Jacks - Teacher  
 Josephine Davis Teacher  
 Ashleigh Watford - Para-Professional  
 Christy Pippin - Para-Professional  
 Bret Brown - Parent  
 Robin Pemberton- Business Owner  
 Wendy Corbin - Parent  
 Brittany Ashcraft - Parent

Noelle Beckley - Parent  
 Kalonya Bellamy - Parent  
 Crosby Carswell - Parent  
 Max Martin - Parent  
 Rosa Maldonado - Parent  
 Amy Hildebrand - Parent  
 Keith Clark - Parent  
 Felisha McIntyre - Parent  
 Leslie Hull - Parent  
 Julie Dillard - Parent  
 Eric Pettis - Parent  
 Joy Green - Parent  
 Raina Brown - Parent

**Involvement of the SAC in the development of the SIP**

The SAC will be given an opportunity to provide valuable input in the development of the school improvement plan. Prior to the first meeting the council will be given the previous years School Improvement Plan, Parent Involvement Plan and the Parent/Teacher Compact. During the first meeting the council will provide input regarding the improvement of all three items. The recommendations, if feasible, from the council will be submitted into the plan.

**Activities of the SAC for the upcoming school year**

SAC will assist with the development of the school improvement plan for the 2013-2014 school year. SAC will assist in the preparation and implementation of the annual budget.

**Projected use of school improvement funds, including the amount allocated to each project**

Purchase incentive supplies for our Fast Forward Computer lab \$500.00. The remaining two thousand eighteen dollars and 52 cents will be allocated as needed.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Lesa Burdeshaw</b>		
Principal	Years as Administrator: 6	Years at Current School: 2
<b>Credentials</b>	BA Degree in Elementary Ed., Middle Grades English 5-9, MA Degree in Educational Leadership., ESOL, School Principal	
<b>Performance Record</b>	2007-2012 "A" school without making AYP 2012-2013 "B" school without making AYP	

<b>Bonnie Lindsey</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
<b>Credentials</b>	BS Degree in Elementary Ed. (1-6), MA Degree in Educational Leadership (all levels), ESOL, School Principal	
<b>Performance Record</b>	2009-2012 "A" school without making AYP 2012-2013 "B" school without making AYP	

**Instructional Coaches**

**# of instructional coaches**  
3

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Paula Ellis</b>		
Full-time / School-based	Years as Coach: 9	Years at Current School: 11
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS degree in Elementary Ed., (1-6), Primary Ed., K-12 Reading Endorsement, MS in Reading	
<b>Performance Record</b>	2005-2006 "C" school without making AYP; 2006-2007 "B" school without making AYP; 2007-2008 "C" school without making AYP; 2008-2012 "A" school without making AYP; 2012-2013 "B" school without making AYP	



<b>Debbie Bush</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 11
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	Educational Leadership, Specific Learning Disabilities; School Principal, Reading Endorsement, Middle Grades integrated Curriculum (5-9); Mentally Handicapped (K-12); Elementary Education (1-6)	
<b>Performance Record</b>	2003-2004 "B"; 2004-2005 "C"; 2005-2006 "C" 1998-2003 KMS Third Grade 1993-1983 KMS ESE Fourth and Fifth (mostly)	

<b>Dee Brock</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 12
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary Education (1-6); Reading Endorsement K-12; ESOL; MS in Reading (K-12); National Board certified.	
<b>Performance Record</b>	2008-2009 A; 2007-2008 C; 2006-2007 B; 2005-2006 C; 2004-2005 C; 2003-2004 B; 2002-2003 A 2001-2002 B; 2000-2001 B; 1999-2000 C; 1998-1999 C	

**Classroom Teachers**

<b># of classroom teachers</b>	55
<b># receiving effective rating or higher</b>	50, 91%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	55, 100%
<b># ESOL endorsed</b>	23, 42%
<b># reading endorsed</b>	23, 42%
<b># with advanced degrees</b>	7, 13%
<b># National Board Certified</b>	2, 4%

**# first-year teachers**

3, 5%

**# with 1-5 years of experience**

11, 20%

**# with 6-14 years of experience**

25, 45%

**# with 15 or more years of experience**

14, 25%

**Education Paraprofessionals****# of paraprofessionals**

17

**# Highly Qualified**

17, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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 may apply. Every effort possible is made to retain teachers through support, training and professional development opportunities.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The team will respond to FAIR, DRA and Thinklink 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 the chairperson of the each Rtl meeting.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Each member of the team is responsible for viewing and tracking data on all students on a regular basis. The two district based analyst focus more on our third and fourth grade students. The school-based specialist will focus more on the K-2 grades.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team will share the plan with the staff. The team will meet quarterly to review the status of the plan. In addition to the meetings, they will review student and teacher data to determine if the plan is being implemented according to the SIP. If adjustments are warranted the team will make them.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The teachers will create and maintain a data notebook on each student in their class. Include in the data notebook will be documentation (checklist) of the standards taught and student progress. The data will come from FAIR, STAR, DRA, Fast forward, FCAT, Thinklink and classroom assessment.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

During each nine week period progress reports are viewed by the guidance counselor, school analyst/ specialist and the administration. Students who's data indicate a struggle a meeting is immediately scheduled and a plan of action implemented.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

### Literacy Leadership Team (LLT)

#### Names and position titles of the members of the school-based LLT

Name	Title
Paula Ellis	Instructional Coach
Kim Hartzog	ESE Teacher (4th)
Courtney O'Brien	Teacher (1st)
Cathy Peel	Teacher (K)
Alyson Brown	Teacher (1st)
Angie Richter	Teacher (2nd)
Sammie Owens	Teacher (3rd)
Karen Mashburn	Librarian
Debbie Moss	Speech
Sule Locke	Guidance Counselor
Lesa Burdeshaw	Principal

#### How the school-based LLT functions

The format of the team allows for input and effective distribution of information throughout the school. The representative receives input the grade level and also shares decisions that are made during the meeting. The team formulates reading goals for the KMS SIP based on FCAT, FAIR and Thinklink data. The team addresses Accelerated reading issues, FAIR ad Thinklink testing schedules and processes.

#### Major initiatives of the LLT

Implement the literacy goals that have been established for each grade level. The goals include increased writing across all subject areas.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

When we host events that are age appropriate they are invited to attend.

Several of the V.P.K. schools use our facility to host graduation

We also provide tours of our schools to help orient the students to the campus and the staff.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%		No	75%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic				
White	76%		No	78%
English language learners				
Students with disabilities	45%		No	51%
Economically disadvantaged	65%		No	69%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	20%	80%
Students scoring at or above Achievement Level 4	63	22%	20%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		90%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	31	22%	90%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		80%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	65%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	29%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%		No	66%
American Indian				
Asian				
Black/African American	37%		No	43%
Hispanic				
White	68%		No	71%
English language learners				
Students with disabilities	40%		No	46%
Economically disadvantaged	55%		No	60%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	22%	80%
Students scoring at or above Achievement Level 4	36	13%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	27	20%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		80%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	700	90%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	13%	5%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	93	32%	90%
Students who receive two or more behavior referrals	71	9%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	61	8%	2%



## Goals Summary

- G1.** Students participating in more purposeful writing opportunities will increase their writing skills.
- G2.** Increase student reading comprehension by incorporating writing across the curriculum and increase vocabulary usage.
- G3.** Students math comprehension will deepen through practical application and multiple approaches to problem solving.

## Goals Detail

**G1.** Students participating in more purposeful writing opportunities will increase their writing skills.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Write Source writing rubric
- Wonders Curriculum

### Targeted Barriers to Achieving the Goal

- Student have low motivation/purpose for writing
- Teachers implementation and familiarization of writing rubrics
- Limited opportunities to write

### Plan to Monitor Progress Toward the Goal

Write Source Publication of student work

### Person or Persons Responsible

Paula Ellis and Dee Brock

### Target Dates or Schedule:

Weekly teacher writing rubrics checks Monthly school-wide writing prompts

### Evidence of Completion:

Write Score data and FCAT Writing

**G2. Increase student reading comprehension by incorporating writing across the curriculum and increase vocabulary usage.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Wonders Reading Program
- Beverly Tyner small group instruction program
- Instructional analyst and specialist

**Targeted Barriers to Achieving the Goal**

- Student low motivation to read
- Students low or lack of ability to comprehend what is read.
- Teachers skill to teach reading comprehension effectively.

**Plan to Monitor Progress Toward the Goal**

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

**Person or Persons Responsible**

Paula Ellis and Dee Brock

**Target Dates or Schedule:**

**Evidence of Completion:**

FCAT 2.0 Reading Assessment, FAIR and DRA

**G3. Students math comprehension will deepen through practical application and multiple approaches to problem solving.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

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

**Targeted Barriers to Achieving the Goal**

- Students have basic math skills deficit
- Low percentage of adequate coverage of materials
- Lack of skills in the use of technology with accompanying Go Math program

## Plan to Monitor Progress Toward the Goal

Thinklink Teacher Assessment (New Go Math)

**Person or Persons Responsible**

Debbie Bush Classroom Teachers

**Target Dates or Schedule:**

Weekly teacher assessment Thinklink assessment 3 times a year.

**Evidence of Completion:**

FCAT 2.0 Math Assessment

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students participating in more purposeful writing opportunities will increase their writing skills.

**G1.B1** Student have low motivation/purpose for writing

**G1.B1.S1** Writing incentive (students will have regular opportunities to publish their writing in newspaper, school website and for oral presentation.)

### Action Step 1

Students will publish their writing in local newspapers, school website and for public readings at school.

#### Person or Persons Responsible

Dee Brock and classroom teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student publications

#### Facilitator:

Dee Brock / Pd360

#### Participants:

All teachers

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

Student output data

#### Person or Persons Responsible

Dee Brock and classroom teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Write score data and observation log

### Plan to Monitor Effectiveness of G1.B1.S1

Student participation in the publication process.

#### Person or Persons Responsible

Dee Brock and Lesa Burdeshaw

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Number of student publications

### G1.B2 Teachers implementation and familiarization of writing rubrics

**G1.B2.S1** Teachers and students will practice using rubrics daily.

#### Action Step 1

Teachers will teach the rubrics to student and begin using it daily to improve student writing.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

FCAT writing scores, classroom assessment scores

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom observation/walk through

#### Person or Persons Responsible

Dee Brock, Paula Ellis and Lesa Burdeshaw

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Teachscape walk through report/ observer logs

## Plan to Monitor Effectiveness of G1.B2.S1

Students and teachers will be skilled in using the rubrics and produce high quality writing assignments.

### Person or Persons Responsible

Dee Brock and Paula Ellis

### Target Dates or Schedule

Monthly

### Evidence of Completion

Walk through logs

## G1.B3 Limited opportunities to write

**G1.B3.S1** Teachers will infuse writing across the curriculum.

### Action Step 1

Teachers will implement the Wonders program with fidelity. This will cover writing across the curriculum.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly / on-going

### Evidence of Completion

Student writing portfolios, FCAT Writing assessment

### Facilitator:

Paula Ellis and/or Dee Brock

### Participants:

All subject area teachers

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Students will be observed in every subject area to determine if writing opportunities for students are taking place across the curriculum.

**Person or Persons Responsible**

Administrators, Specialist, Analyst

**Target Dates or Schedule**

Daily and Weekly

**Evidence of Completion**

Teachscape report and observers logs

### **Plan to Monitor Effectiveness of G1.B3.S1**

Student writing skills will improve.

**Person or Persons Responsible**

Teachers, Analyst and Specialist

**Target Dates or Schedule**

Three times a year

**Evidence of Completion**

Writescore reports

**G2.** Increase student reading comprehension by incorporating writing across the curriculum and increase vocabulary usage.

**G2.B2** Student low motivation to read

**G2.B2.S1** Implement the Accelerated Reading Program as an incentive to read.

**Action Step 1**

Students will participate in the Accelerated Reading program. Each nine weeks they will earn an opportunity to participate in a field trip or a fund day at school.

**Person or Persons Responsible**

Paula Ellis and Teachers

**Target Dates or Schedule**

This is a one year plan.

**Evidence of Completion**

Accelerated reading reports generated each nine weeks

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

Weekly reports will be run for each student in each class. They will be assigned a nine week goal based on STAR data. Student will keep a reading log that tracks their success.

**Person or Persons Responsible**

Teachers and Paula Ellis

**Target Dates or Schedule**

Every nine weeks

**Evidence of Completion**

End of the nine weeks points and percent correct report.



## Plan to Monitor Effectiveness of G2.B2.S1

Students must score at 80% or higher and reach their point goal. If high numbers of students are not achieving success, teachers will need to conference with students.

### Person or Persons Responsible

Teachers and Paula Ellis

### Target Dates or Schedule

Data will be collected weekly

### Evidence of Completion

The number of students reaching their goals

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

**G2.B3.S1** Implement Kagan strategies and small group direct instruction.

### Action Step 1

Teachers will use small group instruction to differentiate reading comprehension strategies. In small groups teachers will be able to reteach a comprehension strategy to mastery. Using the Kagan strategies allows students to interact with each other and learn from each other.

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

Year long - daily use

### Evidence of Completion

Weekly reading assessment data, FCAT assessment data

### Facilitator:

Dee Brock and Paula Ellis

### Participants:

All teachers

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Classroom observation will be conducted. Where a need is identified, support will be provided. Teachers will have lessons modeled, data review collaboration and feedback conferences.

#### **Person or Persons Responsible**

Lesa Burdeshaw, Paula Ellis, Dee Brock

#### **Target Dates or Schedule**

As often as needed

#### **Evidence of Completion**

Teachscape data, observation log

### **Plan to Monitor Effectiveness of G2.B3.S1**

Student reading comprehension scores will increase.

#### **Person or Persons Responsible**

Teachers, Paula Ellis, Dee Brock

#### **Target Dates or Schedule**

Weekly classroom assessments, Thinklink assessment windows

#### **Evidence of Completion**

FCAT 2.0 assessment

**G2.B4** Teachers skill to teach reading comprehension effectively.

**G2.B4.S1** Teachers will participate in professional development training and one on one feedback sessions with analyst and specialist to improve skills in teaching reading comprehension.

**Action Step 1**

Feedback from analyst and specialist to improve teachers skills with reading comprehension.

**Person or Persons Responsible**

Teachers, analyst, and specialist

**Target Dates or Schedule**

As needed

**Evidence of Completion**

Student FCAT assessment data

**Facilitator:**

Paula Ellis, Dee Brock

**Participants:**

Third and fourth grade teachers

**Plan to Monitor Fidelity of Implementation of G2.B4.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G2.B4.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G3.** Students math comprehension will deepen through practical application and multiple approaches to problem solving.

**G3.B1** Students have basic math skills deficit

**G3.B1.S1** Teachers will provide small group direct instruction.

### Action Step 1

Classroom teachers will work with struggling students to deepen understanding of basic math skills.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Classroom assessment, walk-through visits

#### Facilitator:

Debbie Bush, Pd360

#### Participants:

All teachers

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G3.B1.S1

Classroom observations

**Person or Persons Responsible**

Debbie Bush, Lesa Burdeshaw

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Teachscape data

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G3.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G3.B1.S3 Modeling in the classroom

### Action Step 1

Analyst will model strategies for teachers as needed

#### Person or Persons Responsible

Debbie Bush

#### Target Dates or Schedule

As needed

#### Evidence of Completion

Classroom walk through to verify the teacher can implement the strategy.

#### Facilitator:

Debbie Bush through Pd 360 program

#### Participants:

All teachers as needed

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Administrator meetings with analyst

**Person or Persons Responsible**

Lesa Burdeshaw and Debbie Bush

**Target Dates or Schedule**

Bi- Monthly

**Evidence of Completion**

Documentation of meeting

### Plan to Monitor Effectiveness of G3.B1.S3

Teacher will implement teaching strategy effectively.

**Person or Persons Responsible**

Debbie bush and Lesa burdeshaw

**Target Dates or Schedule**

Bi-monthly

**Evidence of Completion**

Reports from analyst and observations

### G3.B2 Low percentage of adequate coverage of materials

**G3.B2.S1** Teachers will spend more time on materials to ensure everyone gains the necessary knowledge.

**Action Step 1**

Teachers will implement the Go Math program with fidelity

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom observations

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G3.B2.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### G3.B3 Lack of skills in the use of technology with accompanies God Math program

**G3.B3.S1** Use SOAR technology in Florida Go math to assign specific skills practice to students to both challenge and meet their needs.

#### **Action Step 1**

Students will engage in weekly use of the SOAR on line math program.

**Person or Persons Responsible**

Debbie Bush

**Target Dates or Schedule**

Students will use this program weekly and more if students need warrant it.

**Evidence of Completion**

SOAR data reports



### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Analyst will monitor student activity on the SOAR program

**Person or Persons Responsible**

Teachers and analyst

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Monthly reports

### **Plan to Monitor Effectiveness of G3.B3.S1**

Students math comprehension and scores will increase.

**Person or Persons Responsible**

Debbie Bush

**Target Dates or Schedule**

Weekly and quarterly

**Evidence of Completion**

Student classroom assessment, Thinklink and FCAT

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1. Students participating in more purposeful writing opportunities will increase their writing skills.**

**G1.B1** Student have low motivation/purpose for writing

**G1.B1.S1** Writing incentive (students will have regular opportunities to publish their writing in newspaper, school website and for oral presentation.)

### PD Opportunity 1

Students will publish their writing in local newspapers, school website and for public readings at school.

#### Facilitator

Dee Brock / Pd360

#### Participants

All teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Student publications

**G1.B3** Limited opportunities to write

**G1.B3.S1** Teachers will infuse writing across the curriculum.

**PD Opportunity 1**

Teachers will implement the Wonders program with fidelity. This will cover writing across the curriculum.

**Facilitator**

Paula Ellis and/or Dee Brock

**Participants**

All subject area teachers

**Target Dates or Schedule**

Weekly / on-going

**Evidence of Completion**

Student writing portfolios, FCAT Writing assessment

**G2.** Increase student reading comprehension by incorporating writing across the curriculum and increase vocabulary usage.

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

**G2.B3.S1** Implement Kagan strategies and small group direct instruction.

**PD Opportunity 1**

Teachers will use small group instruction to differentiate reading comprehension strategies. In small groups teachers will be able to reteach a comprehension strategy to mastery. Using the Kagan strategies allows students to interact with each other and learn from each other.

**Facilitator**

Dee Brock and Paula Ellis

**Participants**

All teachers

**Target Dates or Schedule**

Year long - daily use

**Evidence of Completion**

Weekly reading assessment data, FCAT assessment data

**G2.B4** Teachers skill to teach reading comprehension effectively.

**G2.B4.S1** Teachers will participate in professional development training and one on one feedback sessions with analyst and specialist to improve skills in teaching reading comprehension.

**PD Opportunity 1**

Feedback from analyst and specialist to improve teachers skills with reading comprehension.

**Facilitator**

Paula Ellis, Dee Brock

**Participants**

Third and fourth grade teachers

**Target Dates or Schedule**

As needed

**Evidence of Completion**

Student FCAT assessment data

**G3.** Students math comprehension will deepen through practical application and multiple approaches to problem solving.

**G3.B1** Students have basic math skills deficit

**G3.B1.S1** Teachers will provide small group direct instruction.

**PD Opportunity 1**

Classroom teachers will work with struggling students to deepen understanding of basic math skills.

**Facilitator**

Debbie Bush, Pd360

**Participants**

All teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom assessment, walk-through visits

### **G3.B1.S3 Modeling in the classroom**

#### **PD Opportunity 1**

Analyst will model strategies for teachers as needed

##### **Facilitator**

Debbie Bush through Pd 360 program

##### **Participants**

All teachers as needed

##### **Target Dates or Schedule**

As needed

##### **Evidence of Completion**

Classroom walk through to verify the teacher can implement the strategy.

## Appendix 2: Budget to Support School Improvement Goals