

Kingsway Elementary School



2014-15 School Improvement Plan

Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
63%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Kingsway Elementary School is to provide a nurturing, child-centered environment that empowers students to become responsible, life-long learners.

Provide the school's vision statement

Student Success!

School Environment

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

Parents fill out registration packets when students are enrolled in school. Teachers have access to the information in these packets and use the information to build relationships. Teachers review the cumulative folders which helps them to build background knowledge of the students culture. This information can then be used to build rapport with the student and their family. We have an Open House prior to the start of school where all families are invited to meet teachers and other faculty / staff. Teachers schedule conferences throughout the school year to build rapport with their families. Families are encouraged to attend family events such as our fall festival, the winter festival and our spring carnival. We also have our weekly Title I Family Reading Experience Program which encourages literacy at home.

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

We have staff outside to welcome the students as they arrive at school in the morning, as well as student safety patrol members. This helps students to feel safe and welcomed each morning. Our teachers greet the students at the classroom doorway each morning by shaking hands. Teachers also assign student leaders to assist in this procedure. The same procedures are in place during dismissal, where students are supervised, safe and welcome in the environment. Throughout the day, there are staff members and volunteers to work with and supervise children in order to create an environment in which children feel safe and respected. There are procedures that remain the same, and all students are aware of their expectations and daily routines.

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 have many procedures in place at Kingsway that are school wide. Students are presented with "Pawsitive" Referrals by faculty and staff members for following the 7 Habits at school. These referrals are announced daily on the school news and students are presented with a certificate by administration or guidance. In addition, monthly awards are presented to students in grades K-5. These awards include: Cougar Pride— following our three school-wide expectations, Reader Leader— students who have made great strides in the area of reading, and Leader in Me— students who follow the 7 Habits, even when no one is watching, and for taking the initiative to make great strides in their own learning. Positive attendance is recognized by each classroom teacher with a visual reminder

outside each classroom's door. Each day the entire class is present, the teacher displays a letter which eventually spells out the word attendance. As soon as the class gets all ten letters, the teacher rewards the class with a special activity. "Pawsitive" Referrals are tracked by administration and each student receives a paper paw which the teacher prominently displays inside or outside of the classroom for others to see. This data is also shared with faculty and staff on a quarterly basis and is compared with our discipline referrals. Training for all of our incentive programs occurs at the beginning of the school year and is facilitated by the principal and assistant principal during faculty/ staff meetings.

Minor disciplinary incidents are tracked within the classroom until there are 4 incidents of the same nature within 30 days. It is then handled by administration. Major disciplinary incidents are handled by administration as soon as possible. School personnel are re-trained on the procedures each year in the beginning of the year.

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

Most social emotional needs are being met within the classroom setting by teachers conducting class meetings and by using the Seven Habits of Happy Kids program by Steven Covey. For students who require more one on one counseling services, our social worker and guidance counselor hold counseling sessions. There are a number of students who are currently receiving this counseling service on a weekly basis. Lighthouse committee is currently developing peer mentoring groups as well.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	4	2	4	2	4	20
One or more suspensions	0	0	0	0	2	3	5
Course failure in ELA or Math	0	0	1	1	9	9	20
Level 1 on statewide assessment	0	0	1	7	26	19	53

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	1	9	7	18

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

*Attendance-Parents of students whose attendance in the prior school year fell below 90% were sent a proactive letter prior to the beginning of the current school year; reminding those parents of State Statute regarding attendance. Weekly attendance reports are run to identify students whose attendance is currently falling below 90%. The parents of those students are sent a letter reminding them of attendance requirements. Teachers schedule parent conferences with these families to determine if there is some way the school can assist. If attendance fails to improve, our school social worker becomes involved with referral to truancy if warranted.

*One or more suspensions-Our school does not normally have students that exhibit this indicator. Every effort is made to work with the students, teachers and parents to avoid suspension in all, but the most severe of discipline issues. Unfortunately, certain violations of the Code of Student Conduct all but require a suspension as a part of the discipline.

*Course failure in ELA or Math-Students identified as failing either ELA or Math are placed on a Progress Monitoring Plan (PMP). The PMP outlines interventions to be used by the classroom teacher to assist the student in improving performance. Those students who continue to fall below expectations are discussed through Child Talk. Referrals are made to the Teacher Support Team on an as needed basis; including graphing of student assessments, classroom observations by both the classroom teacher and case manager and parent conferences. Those students identified as needing additional assistance may be further evaluated through the Response to Intervention (RtI) process. This may include behavioral and social evaluations as well as psychological testing. Placement in Exceptional Student Education programs may result.

*Level I on statewide assessment-These students follow the same path as those who are failing either ELA or Math.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186927>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Many school activities and events are possible at Kingsway Elementary due to the support we receive from our Parent Teacher Organization (PTO) and our local business partners. Our PTO's main function

is fundraising. They sponsor a variety of formal fundraisers each year including school wide promotional sales. The money raised from these fundraisers is used to sponsor Mini-Grants for teachers, provide supplemental materials to classrooms, fund buses for field trips and provide many other resources for our teachers and students. The PTO also coordinates many family involvement activities at Kingsway each year. These low cost or free activities include Fall Festival, Winter Palooza, and the Annual Cougar Carnival. Canned goods are collected at many of these events and then distributed to those families from our school in financial need.

Business partnerships are another important way to sustain collaboration with the community at large. At present more than a dozen local businesses partner with our school. They hold family nights at their establishments, contribute to our parent involvement events and sponsor faculty/staff recognition throughout the school year.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rogala, Ron	Principal
Johnston-Robbins, Carole	Assistant Principal
Krueger, Shauna	Instructional Coach
Patterson-Greggs, Rachelle	Guidance Counselor
Currier, Sandi	Attendance/Social Work

Duties

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

Mr. Rogala and Ms. Johnston are the main instructional leaders for the school. They rely on Ms. Krueger, Lead Teacher, to assist and consult with in matters of shared decision making. In addition to Ms. Krueger, each grade level is assigned a program planner who assists school leadership in making academic decisions. Mrs. Greggs and Mrs. Currier work closely with Mr. Rogala and Ms. Johnston to assist with students' academic and non-academic needs. They are also available to assist teachers and families.

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

School leadership meets monthly with all program planners to discuss resources and alignment to curriculum and standards. The lead teacher is also involved in these meetings to build the dialogue amongst all faculty. Teachers participate in data team meetings after administration of diagnostic assessments to examine student data and to make changes in instruction based upon the data. This data is also shared with our Partnership Performance Council (PPC). The PPC makes suggestions on how to improve instruction. Each grade level team meets at least twice a month. One of their meetings is dedicated to child talk and identifying students who are struggling academically or socially

and brainstorm ways to assist these students. The other team meeting is used to discuss team planning and best practices for instruction. Faculty meetings are held twice a month. During these faculty meetings various professional development activities are offered based upon faculty and curricular needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kim Alkhawaja	Parent
Smive Aurelien	Parent
Gaylin Behling	Teacher
Ketsia Cadet	Parent
Lisa Chapin	Parent
Crystal Coyne	Parent
Krystal Edwards	Parent
Mindy Hanak	Parent
Erin Herndon	Parent
Pat Kohl	Teacher
Shauna Krueger	Parent
Jananne Leslie	Parent
Dorothy Miller	Education Support Employee
Jorge Peraza	Parent
Sharon Peters	Parent
Ronald Rogala	Principal
Susan Rousell	Parent
Gita Roy	Parent
Sherrie Scholten	Parent
Erika Wiesman	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Last year's SAC was given a copy of the 2013-14 school improvement plan and discussed the plan at a SAC meeting. The school improvement plan was also available online at the school's webpage, kingswayonline.net, for review.

Development of this school improvement plan

The two chairpersons have been invited to participate in the school improvement plan process. They join the school based group in the development of the plan. They have been given level 1, read only status so that they can see the plan development and give feedback to the committee.

Preparation of the school's annual budget and plan

Each grade level developed their own action plan based on their strengths and weaknesses after looking at student data. In the action plans teams determined their areas of concerns and needs. The team selected items which they felt supported their action plans and greatest areas of need. The action plans and needs of each team were shared with the SAC committee.

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

Money was used to pay for data days for each team; three full days and two, two hour meeting days. In addition, money was spent for the supplies and materials each team identified in their action plans.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Verwey, Jamie	Teacher, K-12
Krueger, Shauna	Instructional Coach
Rogala, Ron	Principal
Johnston-Robbins, Carole	Assistant Principal
Willingham, Sarah	Teacher, K-12
Croce, Jodie	Teacher, K-12
Kuras, Linda	Teacher, K-12
Woodard, Kelly	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within our school by taking on a selected few initiatives for the academic school year (14-15) These initiatives are designed to promote literacy within our school and are based on student data as well as school culture and literacy based school traditions.

These initiatives give the LLT committee a focus and direction:

- *Ensuring that i-Ready reading is being used to support ELA instruction (shared data of lessons attempted/passed and time spent)
- *Providing school based guidance and direction for Celebrate Literacy Week January 26th - 30th
- *Helping to develop an understanding of the new LAFS (Language Arts Florida Standards)
- *Supports Family Literacy Nights and Scholastic Book Fairs
- *Promoting grade level reading contests (Sunshine State Readers 3-5, Clifford Club for 1st Grade, and *Super Sleuths for 2nd)
- *Encouraging the use of the Renaissance Reading Program (RP) by sharing data of RP points/ accuracy and fiction to nonfiction, and the facilitation of the RP Store as a student reading motivator
- *School-wide reading contest and celebration for Read Across America and Dr. Seuss's Birthday
- *Promote Poem in the Pocket Day in April

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships between teachers are encouraged at each grade level. Grade level teachers have the same planning period and participate in data days, professional development, and team meetings together. The whole faculty also participates in professional development, potlucks, and social events sponsored by the teacher-led social committee. The PTO and administrators also sponsor breakfasts, lunches, and snacks throughout the year to foster positive working relationships.

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

The administration screens all potential teaching candidates prior to hiring. Potential candidates are interviewed by administrators and a committee of people, which could include grade level teachers and special area teachers. The school also provides formal and informal mentors for teachers new to the building. Professional development opportunities are offered to all teachers with the assistance and guidance from the lead teacher.

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

We follow the New Educator Training (NET) Induction Program set up by the district for all new teachers. Mentors are selected from those who have received Clinical Educator Training as official mentors in the district. The rationale for pairings may include proximity in the building and subject and/or grade level taught. The NET teachers and mentors follow a prescribed program developed by the district for the first year, meeting at least on a weekly basis. Additional support can be granted to those individuals who need additional time in the program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs which Kingsway uses are the adopted district materials which are aligned with the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All grade levels have been involved in data days where they are given time to review their previous student and present student data. Working as a team they collaborate and create an action plan which will serve as their road map to differentiation and modification on curriculum delivery. These teams also meet after their initial data day to continue to work and modify their action plan based upon updated data. The teams will meet a total of three full days this school year and will also meet for three additional 2 hour blocks of time to monitor student data and revisit their action plans.

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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

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

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

As new students enroll at Kingsway Elementary, their cumulative records are reviewed by the school office personnel, administration and the classroom teacher. If any "red flags" are found in the records, the records may be referred to the ESE Liaison, school counselor, school psychologist or school social worker for additional guidance. Office personnel diligently solicit information from previous schools so that we have the clearest picture of a student's academic journey. Parents are also contacted when additional information is required. When a student transfers from Kingsway, all cumulative record information is shared with the new school including state testing data and Rtl forms, as well as ESE/ IEP paperwork.

Kindergarten Round-up takes place in April of each year, at which parents of incoming kindergarteners are encouraged to register their children for the upcoming school year. Kindergarten visit day is in May for those kindergarten students who have already registered. During the first week of school, kindergarteners have a staggered entrance to ease the anxiety of the transition into kindergarten.

For fifth grade ESE students, the ESE liaison meets with the teachers and the parents to discuss programs available at the middle school for the following year. Kingsway hosts the middle school Academic Integrity Team with the middle school principal to promote student success for their future endeavors in middle school.

College and Career Readiness

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

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Standards Based Instructional System (SBIS) so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the the Florida Standards.

Strategic Goals Detail

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

G1. Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Standards Based Instructional System (SBIS) so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the the Florida Standards. 1a

G052943

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Title I support and funding
- i-Ready Toolbox
- CPALMS/ CMAPS
- Professional Development Academy

Targeted Barriers to Achieving the Goal 3

- Insufficient knowledge of Florida Standards

Plan to Monitor Progress Toward G1. 8

Observation data will be examined to determine the teachers' effectiveness in using the Marzano Strategies and teaching the depth of the Florida Standards. Student outcome data will be collected and reviewed with grade level teams.

Person Responsible

Ron Rogala

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

The principal will meet with the teachers to reflect upon observation data. The principal will work with the Lead Teacher to review student outcome data on a monthly basis to see any trends developing, whether positive or negative. This data will then be reviewed with grade level teams to determine effective lesson delivery, pacing and differentiated instruction.

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. Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Standards Based Instructional System (SBIS) so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the the Florida Standards. **1**

 G052943

G1.B2 Insufficient knowledge of Florida Standards **2**

 B133429

G1.B2.S2 Implementation of the Standards Based Instructional System (SBIS) Framework which includes the Marzano strategies. **4**

 S145318

Strategy Rationale

Teachers will assess themselves on the SBIS Framework. District and school leaders have determined that we need to systematize our instructional program for increased student growth and are implementing the system this year.

Action Step 1 **5**

Additional professional development is required to ensure that the instructional staff and school leaders significantly increase their knowledge of the Florida Standards.

Person Responsible

Carole Johnston-Robbins

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

PD rosters and agendas, PLC documentation, observation data from school leadership, lesson plans

Action Step 2 5

Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.

Person Responsible

Ron Rogala

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Classroom observation data, walkthrough data, qualitative information from conversations with teachers, evaluation data.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Meet with professional development coordinator prior to and following all professional development opportunities. Attend some of the professional development opportunities provided.

Person Responsible

Carole Johnston-Robbins

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

PLC documents

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Instruction will show that the standards are being taught with greater rigor and depth of knowledge presented.

Person Responsible

Ron Rogala

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classroom walkthroughs and observations, i-Ready reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	Additional professional development is required to ensure that the instructional staff and school leaders significantly increase their knowledge of the Florida Standards.	Johnston-Robbins, Carole	8/12/2014	PD rosters and agendas, PLC documentation, observation data from school leadership, lesson plans	6/5/2015 weekly
G1.B2.S2.A2	Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.	Rogala, Ron	8/12/2014	Classroom observation data, walkthrough data, qualitative information from conversations with teachers, evaluation data.	6/5/2015 weekly
G1.MA1	Observation data will be examined to determine the teachers' effectiveness in using the Marzano Strategies and teaching the depth of the Florida Standards. Student outcome data will be collected and reviewed with grade level teams.	Rogala, Ron	8/12/2014	The principal will meet with the teachers to reflect upon observation data. The principal will work with the Lead Teacher to review student outcome data on a monthly basis to see any trends developing, whether positive or negative. This data will then be reviewed with grade level teams to determine effective lesson delivery, pacing and differentiated instruction.	6/5/2015 biweekly
G1.B2.S2.MA1	Instruction will show that the standards are being taught with greater rigor and depth of knowledge presented.	Rogala, Ron	8/12/2014	Lesson plans, classroom walkthroughs and observations, i-Ready reports	6/5/2015 weekly
G1.B2.S2.MA1	Meet with professional development coordinator prior to and following all professional development opportunities. Attend some of the professional development opportunities provided.	Johnston-Robbins, Carole	8/12/2014	PLC documents	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Standards Based Instructional System (SBIS) so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the the Florida Standards.

G1.B2 Insufficient knowledge of Florida Standards

G1.B2.S2 Implementation of the Standards Based Instructional System (SBIS) Framework which includes the Marzano strategies.

PD Opportunity 1

Additional professional development is required to ensure that the instructional staff and school leaders significantly increase their knowledge of the Florida Standards.

Facilitator

Shauna Krueger

Participants

instructional and leadership staff

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Standards Based Instructional System (SBIS) so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the the Florida Standards.

G1.B2 Insufficient knowledge of Florida Standards

G1.B2.S2 Implementation of the Standards Based Instructional System (SBIS) Framework which includes the Marzano strategies.

PD Opportunity 1

Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.

Facilitator

Ron Rogala and Carole Johnston

Participants

Instructional and leadership staff

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Grand Total	0