

Polk County Public Schools

Kingsford Elementary School



2016-17 Schoolwide Improvement Plan

Kingsford Elementary School

1400 DEAN ST, Mulberry, FL 33860

<http://schools.polk-fl.net/kingsford>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Kingsford Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Kingsford Elementary School is a nurturing environment that provides a rigorous and diverse education, which challenges all students to work together and persevere in an ever changing world.

b. Provide the school's vision statement.

Parents, students, and staff will work together to build a bridge between the school and community in order for Kingsford Students to take ownership of their education and dedicate themselves to become responsible and productive citizens.

2. School Environment

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

Kingsford Elementary has the support of 1 ESOL Teacher, 3 ESOL Paraprofessionals, 2 Migrant Paraprofessionals, 1 Student Success Coach and. Kingsford Elementary will conducted several Parent Nights that promote the involvement of diverse cultures. Also, at every family night, Kingsford Elementary offers Spanish translations. Kingsford Elementary teachers and staff have participated in Diversity training and have also visited the community in which our students come from. Teachers have been encouraged to utilize bilingual Paraprofessionals during instructional day to assist in language barriers and promote student achievement. Staff members are utilizing the Diversity/ESOL training and home community visit to build relationships with students and their families.

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

Kingsford Elementary sits among a rural community surrounded by farms, homes, and woods located off of Highway 37 and Highway 60 in Mulberry, Florida. The school houses approximately 668 students in a combination of classrooms and portables. The school is surrounded by fencing with gates that are closed throughout the school day. Kingsford only has one entrance on the campus which is through the main office. Visitors to Kingsford must have a government issued ID when entering the campus. Each visitor wears a badge to alert staff and students. Kingsford Elementary Administration is highly visible throughout the instructional day. The Principal and Assistant Principal promote an environment of openness and caring by consistently communicating with students and parents pertaining to school issues. Teachers must have their classroom doors locked at all times and never have students open doors. Students are required to have a safety partner or "buddy" when walking the campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Kingsford Elementary uses the acronym P.R.I.D.E. to set school wide expectations for staff and students.

Prepared for the day

Respect everyone
In control of yourself
Dedicated to learning
Encourage others

The proper implementation of PBS is vital to the academic and social success of our students. For Kingsford's PBS to be successful we must be consistent in our implementation of the school-wide rules and expectations.

Behavior Management Expectations

Your behavior management system should include the following expectations:

Establish clear and consistent behavior expectations for students.

Teach the behaviors you expect from your students. Spend time the first few weeks of school teaching, modeling, and providing practice for your expectations. Teach these until they become automatic for your students. Have your expectations, rules, procedures, and consequences posted clearly in your room. Communicate your behavior expectations to students and parents. Use the systematic, clear system of consequences provided for you to handle behavior issues. Utilize the Minor Tracking Form.

General Routines and Procedures

Your routines and procedures should include the following expectations:

Establish clear and consistent routines and procedures to reduce student stress and misbehaviors.

Teach these until they become automatic for your students.

Each classroom should have established procedures for routine activities and transitions.

Each classroom should have a list of general procedures to make the day run smoothly and reduce interruption to instruction. Please create procedures for at least the following actions. Feel free to create more procedures to meet the needs of your classroom.

Asking questions

Going to the restroom

Getting water

Getting a new or sharpening pencil

Turning in work and/or homework

Turning in notes from home

Passing out materials

Lining up/ traveling around campus

Learning center rotations

What to do when students finish work early

Asking to take an AR test

Discipline Policies and Procedures

1. Kingsford Elementary will follow the Polk County Code of Conduct and the Kingsford Positive Behavior Support System.
2. Parents and students should be informed of classroom management procedures during the first week of school.
3. Positive reinforcement should be a part of every child's day.
4. Prior to office referral for a student, the teacher should follow the PBS guidelines.
5. Discipline referral forms should always accompany the child when sent to the office along with their agenda and work to complete.
6. Each teacher is responsible for the conduct of his/her class.
7. All students will be treated kindly and in an impartial manner. Failure to do so violates the State Board of Education Rule 6A-10.081, in The Code of Ethics and the Principles of Professional Conduct

of the Education Profession in Florida, specifically 3a which states your obligation to the student that you "Shall make reasonable effort to protect the student from conditions harmful to learning", and 3e in which you "Shall not intentionally expose a student to unnecessary embarrassment or disparagement." Speaking to students in this manner is detrimental to the learning environment and will not be tolerated.

8. Extreme instances of misconduct will be dealt with by the principal or assistant principal.

9. Asking for immediate help from the office should be reserved for extreme emergencies. In an extreme emergency, call for an administrator by contacting the office using the intercom and someone will respond immediately.

Guidelines for Handling Problem Behaviors:

There is a hierarchy for rule violations (see Behavior Tiers).

Consequences must be preplanned and posted.

Consequences for rule violation must be explained and regularly reviewed.

Consequences are delivered consistently and in a timely manner.

Always tie consequences back to the classroom expectations.

Immediate consequences may be more effective.

Draw little attention when dealing with problem behaviors.

Include opportunities for students to learn and/or practice more acceptable behaviors.

Strategies to Implement for Problem Behaviors

Provide wait time between making a request & student follow through.

Implement planned ignoring.

Reward peers for demonstrating appropriate behavior.

Reteach expectations/rules.

Teach a replacement skill/desired behavior.

Cool-off Pass/reflective time.

Teacher, Ask yourself: Is my reaction escalating the behavior?

Provide student time to turn behavior around.

Re-direction

Failure to earn a privilege.

Prompt & cue both verbal & non-verbal

Office Referral

Office referrals should be given as a last resort. Students receiving more than 2 referrals in a 9 week period of time need to begin the MTSS process for behavior. Every effort should be made within the classroom to modify behaviors. Except for extreme cases of misconduct please follow these procedures before sending an office referral:

1. Redirect behavior
2. Teacher/Student Conference
3. Note to parents
4. Student time-out in another classroom/ Behavior Reflection Sheet
5. Office Referral

CHAMPS will also be introduced to teachers in chunks throughout the year. This program will be used in addition to Positive Behavior Support.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Kingsford Elementary offers mental health counseling from Winter Haven Hospital Therapists. Our Guidance Counselor offers small group and/or individual counseling on topics such as; divorce, grief, stress, and conducts bullying investigations with administration. Kingsford teachers conduct bullying

lessons following Polk County guidelines. The lessons are taught at the beginning of each school year. Kingsford Elementary also has a bullying box located in the media center for students to report potential bullying acts. Parents can also access the online parent form to report bullying which is followed up by administration. The Assistant Principal also serves as a mentor for students who require additional support.

3. Early Warning Systems

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

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

At Kingsford Elementary, the Early Warning System is utilized to track students in the following categories:

Students who miss 10 percent of available instructional time
Students retained
Students who are not proficient in reading by third grade
Students who received two or more behavioral referrals
Students who receive one or more behavioral referrals that lead to suspension

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	63	53	25	28	37	0	0	0	0	0	0	0	0	206
One or more suspensions	4	3	4	2	6	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	1	14	4	49	1	0	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	18	52	0	0	0	0	0	0	0	0	70

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	10	8	4	4	3	5	0	0	0	0	0	0	0	34

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

At Kingsford Elementary, when students miss more than 3 days, the homeroom teacher makes contact with the parent and/or guardians to discuss the absences. After 5 absences, a letter is sent to parents discussing the importance of being in school. After 10 absences, a letter is sent to the parents explaining that a truant officer, or attendance manager will be making contact and request a meeting at the school. Administration, teacher, parent, and truant officer/attendance manager, meet to discuss the reasons for the absences and how the school can assist with making sure the student is in school. The attendance team signs a contract and it is upheld. Kingsford Elementary has high expectations for students to attend school. The school also utilizes the Migrant Liaison who will make home visits to students who have been absent multiple days.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316887>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Kingsford Elementary has several business partners that promote student achievement through donations, volunteer hours, and various grant opportunities. Reading Pals/United Way has volunteers that come into Kindergarten classrooms and reads to students who are at risk. Catholic Charities donate food to the school to create a "food pantry" for underprivileged families to pick up each week. Mulberry Community Center and Agape Food bank helps supply clothes, food, utilities, and offer various other services. Many of our teachers utilize Donor Choose organized by Horace Mann to receive supplemental materials for their classrooms. Our teachers also utilize the "Find it Fund it" grant. Teachers find instructional materials/tools they need on the website and then sponsors post money to help pay for the project.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Noble , Patricia	Principal
Hernandez , Clair	Other
Duke, Cynthia	Instructional Coach
Hardesty , Judith	Instructional Coach
Santangelo, Amy	Assistant Principal

b. Duties

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

The SBLT reviews school-wide academic data at meetings that are held after the school has given baseline, mid-year and End of year assessments as well as progress monitoring. This will allow instruction to be modified to maximize student learning.

School psychologist will gather and analyze behavior and attendance data once a month. Teacher leaders will work with grade levels to gather student work samples to analyze. The SBLT will analyze student work samples, academic and behavior data, and any other forms of data. The school based Reading Interventionist will report Title One information and data. After reviewing student work samples and other various forms of data, the SBLT will determine the school needs for professional development and other target areas; behavioral, academic, and staff needs.

Each member of the SBLT will conduct non-evaluative walk throughs to provide support/coaching to teachers who need assistance with instructional/behavior strategies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Kingsford Elementary School will utilize FAIR and IBTP several times per year for on-going assessment of reading, math, and science. Since all students in grades 3-5 take FAIR and IBTP it will be utilized to analyze the effectiveness of core instruction. Students in K-2 will be administered various assessments from the core reading program; Reading Wonders to analyze student progress. The district has created end of module/mini assessments in Mathematics that will be used to determine student mastery of the taught standard(s). Reading data will consist of weekly and unit assessments provided by Reading Wonders.

All students receive an extended reading block (60 minutes) in addition to the 120 minute reading block. Opportunity for Tier 2 intervention is available during a scheduled 120 minute reading block for guided reading groups and an additional 30 minutes of intervention time is scheduled for mathematics. Tier 3 interventions are conducted throughout the instructional day outside of the 120 and 60 minute reading blocks. Interventions are serviced by the homeroom teacher and/or ESE inclusion teacher. Teachers review their own data within their grade level team meetings to problem solve which students need additional interventions. Teachers consult with their grade level, the ESE inclusion teachers, the guidance counselor, school psychologist, speech-language pathologist, reading coach, interventionist, and Administration for problem solving, data analysis, and intervention needs. The SBLT will analyze data from tier interventions to determine the effectiveness of the intervention. Data chats will be conducted with teachers to determine the strengths and weaknesses of their students.

Title I, Part A:

Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the State and local plan, and in carrying out the LEA and school improvement provisions. Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores, and enroll in higher-level programs; pass their classes, earn credits, and be promoted; attend school regularly; and graduate and go on to postsecondary education.

Title I, Part C Migrant:

The purpose of this program is to ensure that the special educational needs of migrant children are identified and addressed. This program supports high-quality and comprehensive educational programs for migrant children in order to help reduce the educational disruptions and other education related problems that result from frequent moves. This program also attempts to ensure that migrant students who move between states are not put at a disadvantage because of disparities in

curriculum, graduation requirements, content, and student academic achievement standards. The program promotes interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records.

Title II:

Teacher and Principal Training and Recruiting Fund assists with the implementation of Florida State Standards (ELA and Mathematics) and the Next Generation Sunshine State Standards (Science).

Head Start program is designed to prepare students from low socioeconomic backgrounds for Kindergarten.

Community Eligibility Option pilot program: Grant to provide all students free breakfast and lunch.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Patrica Noble	Principal
Clair Hernandez	Teacher
Cindy Spear	Business/Community
Cheryl Fogel	Education Support Employee
Julie Taylor	Business/Community
Amy Santangelo	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Quarterly meetings, review SIP, review school budget, and assist in identifying school needs. SAC will determine the evaluation of the 2016-2017 SIP at a date to be determined.

b. Development of this school improvement plan

SAC will meet to review the SIP and make the appropriate changes (if necessary).

c. Preparation of the school's annual budget and plan

Technology needs and classroom needs. Amount to be determined. SAC will determine the amount necessary to meet the needs of Kingsford Elementary at a later date.

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

BrainPop was bought with SAC funds for the 2016-2017 school year. This program costs 1400.00 utilizing all the SAC funds. Printer ink was also purchased with SAC funds

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Noble , Patricia	Principal
Hernandez , Clair	SAC Member
Duke, Cynthia	Instructional Coach
Hardesty , Judith	Instructional Coach
Santangelo, Amy	Assistant Principal

b. Duties

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

To increase students reading at or above grade level as measured on Florida Standards Assessment, Science FCAT, FAIR, and IBTP and STAR Early Literacy. To accomplish this goal: Teachers will monitor struggling students' progress bi-weekly; monitor students' participation in tutorial services after school; communicate with target group's parents about the students' progress. Ongoing progress monitoring, mini-assessments, student data chats, Accelerated Reader, FAIR, and IBTP Assessment data will be utilized in conjunction with direct instruction and provide assistance to meet the needs of students in order to develop lifelong readers. The LLT will also review tier data and plans to ensure literacy is promoted and students are strengthening their skills.

D. Public and Collaborative Teaching

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

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

Kingsford Elementary has a master schedule that ensures each grade level has common planning. Each week, grade levels are required to meet in weekly Professional Learning Communities hosted by the school leadership team and district based personnel. Grade levels are also required to meet two times per week to collaboratively plan each subject area. In addition to 2 weekly collaborative planning sessions, administration will visit and observe planned lessons to ensure lessons are being implemented as discussed. Prior to the first planning session, each grade level will create a list of team norms to be presented to the leadership team.

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

1. Kingsford Elementary will use district generated lists and RHS system to select candidates.
2. Utilize district personnel to assist in recruiting new staff members.
3. Principal is trained to attend recruiting sessions with the district.
4. Strategic questions in interviews have lead to hiring only those who are appropriately trained and experienced
5. Each new teacher will be assigned grade level mentor
6. Kingsford Elementary is involved in a two year teacher mentor grant and teachers with two or less

years will
be assigned a mentor.

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

Collaborative grade level planning (2 times per week); resource
Mrs. Hardesty (reading interventionist) will be mentoring Ms. Britt (2nd Grade).
Mrs. Balzar will be mentored by Mrs. Judy (4th Grade Teacher)
Ms. Kish and Ms. Smith will have the grant study mentors not known at this time

The School Based Leadership Team is also involved in mentoring new teachers (weekly/monthly).
Ms. Britt, Mrs. Balzar, and Ms. Mitchell will be mentored by Mrs. Cynthia Duke (School Based Reading Coach).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Kingsford Elementary utilizes the Polk County's P.U.R.E. list that highlights instructional programs that are aligned to Florida Standards. Kingsford Elementary uses Reading Wonders (ELA), Go Math (Math), National Geographic (Science), Harcourt (Social Studies) as its core instructional programs for Reading, Math, and Science.

Kingsford Elementary will still be piloting Developmental Studies Writing program; Being a Writer again this year. However, this year will be K-2 only with the remaining grade levels following the district learning maps.

Kingsford will also provide tutoring through the new Lexia program for ESOL students from September through May.

b. Instructional Strategies

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

Kingsford Elementary School will utilize FAIR (Grades 3-5), Reading Wonders Diagnostic Assessments (Grades K-2) and IBTP (Math and Science) several times per year for on-going assessment progress monitoring. Since all students take the ongoing assessments it will be utilized to analyze the effectiveness of core instruction.

All students receive an extended reading block (60 minutes) plus the core literacy block of 120 minutes in order to support literacy instruction. Opportunity for Tier 2 intervention is available during a scheduled 120 minute literacy block and within the additional 30 minutes of the total 90 minutes for Math. Teachers review their own data within their grade level team meetings to problem solve which students need additional interventions. The SBLT will also analyze student data from progress monitoring assessments to analyze classroom strengths and weaknesses. Teachers consult with their grade level, the ESE inclusion teachers, the guidance counselor, school psychologist, speech-language pathologist, interventionist, reading coach and administration for problem solving, data

analysis, and intervention needs. Also, monitoring of small group lesson plans will occur to ensure that students are getting extra support in areas of weaknesses.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

All students receive a 120 minute uninterrupted daily reading schedule. An additional 60 minutes is designated for extended reading time for a total of 10,800 minutes of reading instruction. All students also receive a 60 minute uninterrupted daily math schedule (30 minutes on top of the required 60 minutes). An additional 30 minutes is designated for intervention time.

Strategy Rationale

We have the extended 60 minutes of reading. Last year our school was one of the lowest 300 schools and state mandated we have an extended one hour reading block. However, due to learning gains this year we have been removed from the lowest 300 reading school. due to the fact that last year Kingsford was listed as one of the lowest 300 schools in the state in reading. We were mandated by the state to have an extra hour of reading instruction every day for 180 days. This year we are still utilizing the extended 60 minute block to maintain instructional momentum and to provide continued differentiation for our diverse culture population.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Noble , Patricia , patricia.noble@polk-fl.net

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

School-wide ongoing data is collected three to four times per year to monitor student progress through FAIR and IBTP Assessments, and STAR Early Literacy. Annual data includes FCAT Science and Florida Standards Assessments (ELA and Mathematics). Continuous monitoring of student progress is collected from Reading Wonders, Go Math! curriculum, district created mini module assessments for Math and Science.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pre-school students visit the kindergarten classrooms prior to the end of the school year to learn of expectations and procedures. The Pre-K liaison communicates with parents to ensure they are successful at school. Our Pre-K teachers also meet with our kindergarten teachers for vertical articulation sessions.

Our migrant advocate and liaison communicates with local families to enroll students in pre-K and

connect them with resources.

The ESOL Department assists in the completion of all paperwork for student transitions between one school to another.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Establish and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards in English Language Arts and Mathematics.

Strategic Goals Detail

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

G1. Establish and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards in English Language Arts and Mathematics. **1a**

 G087460

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0
Math Gains	57.0
Math Lowest 25% Gains	45.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	40.0
AMO Math - All Students	
AMO Reading - All Students	
AMO Math - African American	
AMO Math - ELL	
AMO Math - White	
AMO Reading - African American	
AMO Reading - ELL	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	46.0
CELLA Reading Proficiency	35.0

Targeted Barriers to Achieving the Goal **3**

- Instructional barriers listed but not limited to: Student and teacher absences, language barrier (75% LY), differentiated instruction, cross curricular writing/responding, and lack of intrinsic motivation among staff members and students.
- Curriculum barriers are listed, but not limited to: reaching the depth of the standard in Reading and Mathematics, lack of analyzing ELA and Math standards correctly, new 5E lesson plan, and lack of materials.
- Environmental barriers are listed, but not limited to: new grade level teams adjusting, low expectations for students, need shared vision, and limited time for Professional Development.. Also, lack of highly qualified teachers and having to use long term substitutes who do not know the curriculum are a contributing factor in low student achievement.
- Data/Progress Monitoring barriers include but not limited to: guided instruction by data and improved and more frequent data analysis, consistent data, and lack on knowledge with MTSS.

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

- Data/Progress Monitoring: FAIR, IBTP Assessments, STAR Early Literacy, FCAT Science, FSA, and End of Year Assessments
- Adjusted Master Schedule to reflect state and district initiatives and also to lower the amount of time transitioning
- Curriculum Resources: Reading Wonders/Works, National Geographic, LLI, District Learning Schedules, writing program; Being a Writer, Florida Standards, FCRR, Achieve 3000 (Grades 2-5), Literature Circle, Seeds of Science, and Brain pop.

- Staff Resources: ParaEducators, School Based Leadership Team, Reading Interventionist- Judith Hardesty, School based Science Coach- Cheryl Fogel, District Reading Coach- Beth Dawson, District Based Math Coach- Dottie Trapnell, and School Based Literacy Coach- Cynthia Duke.

Plan to Monitor Progress Toward G1. 8

Administration along with Katy Cortelyou will conduct walkthroughs on the selected teachers to monitor for fidelity the Being A Writer Program. Also, during grade level meetings with selected teachers writing work samples will be discussed to check for understanding. Lesson plans will be checked and administration and the coach will conduct walk throughs,

Person Responsible

Patricia Noble

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

FSA (ELA/Math), STAR Early Literacy, FCAT Science, School and District Ongoing Assessments, Teacher observation/feedback, and weekly assessments

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. Establish and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards in English Language Arts and Mathematics. **1**

 **G087460**

G1.B1 Instructional barriers listed but not limited to: Student and teacher absences, language barrier (75% LY), differentiated instruction, cross curricular writing/responding, and lack of intrinsic motivation among staff members and students. **2**

 **B232472**

G1.B1.S1 Implement PBS for students and staff to decrease absences of staff and students. **4**

 **S245376**

Strategy Rationale

Decrease the amount of staff and student absences.

Action Step 1 **5**

Teachers and students absences need to decrease. Implement Positive Behavior System to monitor attendance.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBS tracking sheet with codes. Students and staff will need to earn points for the monthly reward.

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

Monitor teacher and student attendance.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBS tracking sheets, AESOP Reports (staff),and Pinnacle (student)

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

Teachers and students absences and PBS.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monthly attendance reports from Pinnacle and SBLT minutes,

G1.B1.S2 Utilize resource staff to address the needs of our LY students. The LY population at Kingsford has increased over the past several years. 4

S245377

Strategy Rationale

Teachers must plan effective instruction to meet the needs of all our students. Teachers must implement ESOL strategies in their whole group and small group instruction.

Action Step 1 5

Provide professional development pertaining to ESOL strategies to implement in small and whole group lessons. District ESOL TRST Pam Olivio will assist with guiding teachers and resource staff through effective ESOL strategies

Person Responsible

Patricia Noble

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data collected will be Lessons plans, SBLT walkthroughs,(non-evaluative) that will be discussed at Leadership meetings, paras turn weekly logs into district, and classroom observations (Journey)

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will conduct walkthroughs on grade level meetings, sit-in on weekly PLC's, and check lesson plans for ESOL strategies.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation, Walk-throughs, Data Chats utilizing FAIR, IBTP, FSA data and weekly assessments and these are tracked in Google Docs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Usage of ESOL strategies in small and whole group.

Person Responsible

Amy Santangelo

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans and walkthroughs (evaluative and non-evaluative), analyzing student data: FAIR, IBTP, and FSA.

G1.B1.S3 Teachers must implement writing to respond and cross curricular writing. 4

 S245378

Strategy Rationale

Teachers need to implement writing in every subject matter to analyze their students thoughts and processes when learning new concepts.

Action Step 1 5

Selected teachers (2-3 per grade level) will be trained in Development Studies: Being a Writer. The remaining teachers will receive Professional Development from the School Based Reading Coach- Cynthia Duke.

Person Responsible

Patricia Noble

Schedule

Quarterly, from 9/6/2016 to 6/1/2017

Evidence of Completion

PLC Sign in Sheets, Student Writing Portfolios and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitoring the implementation of Being a Writer (K-2 teachers only) and District Writing curriculum (3-5)

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, PLC's, and Walk-through/observation (evaluative and non-evaluative)

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Developmental Studies: Being a Writer and District implemented writing curriculum.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, teacher observation/walk-throughs (Formal and Informal), Developmental studies walk throughs, and PLC's sign in sheets

G1.B1.S4 Teachers and support staff need to implement effective strategies to differentiate instruction within their lessons (whole group and small group) through collaborative planning. 4

 S245379

Strategy Rationale

Each classroom has a diverse population and unique learning styles that must be met in order for students to be successful.

Action Step 1 5

Provide teachers with time to collaboratively plan effective lessons (2 times per week)

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walkthroughs, and PLC's

Action Step 2 5

Provide new teachers professional development in differentiated instruction with effective teaching strategies and continue monitoring and supporting those who received differentiated instruction professional development last year.

Person Responsible

Patricia Noble

Schedule

Monthly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Teacher Observation, classroom non evaluative walkthroughs, PLC sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teachers and support staff need to implement effective strategies to differentiate instruction with our lessons.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plan, teacher walkthroughs, PLC, professional discussion

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Effective strategies to meet the needs of all students through differentiated instruction.

Person Responsible

Amy Santangelo


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observation, and SBLT walkthroughs, evaluative walk-throughs

G1.B2 Curriculum barriers are listed, but not limited to: reaching the depth of the standard in Reading and Mathematics, lack of analyzing ELA and Math standards correctly, new 5E lesson plan, and lack of materials. 2

 B232473

G1.B2.S1 Continue to unpack Florida Standards in ELA and Mathematics. 4

 S245380

Strategy Rationale

Teachers need to continue to unpack new state standards to understand the complexity and depth of the standards being taught.

Action Step 1 5

Provide professional development in unpacking state standards in ELA and Mathematics.

Person Responsible

Patricia Noble

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PLC sign in sheets, meeting notices, observation, and lesson plans

Action Step 2 5

Teachers will participate in grade level collaborative planning 2 times per week.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs, lesson plans, and PLC sign in sheets

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

Administration will conduct classroom walkthroughs for implementation of state standards and sit in weekly collaborative planning sessions.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, observation, weekly grade level meeting notes

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

Administration will conduct classroom walkthroughs and sit in weekly planning sessions

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, PLC sign in sheets, and classroom walkthroughs

G1.B2.S2 Teachers will participate in weekly collaborative planning for ELA and Mathematics. 4

 S245381

Strategy Rationale

Teachers will participate in collaborative planning 2 times per week with administration and school based coach.

Action Step 1 5

Teachers will participate in collaborative planning to unpack state standards and plan to the depth that is intended.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration observation, walk-throughs, lesson plans, student data (IBTP, FAIR, FSA)

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

Administration will participate in weekly planning (Santangelo-Math and Noble-ELA).

Person Responsible

Amy Santangelo

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC Sheets, walk-throughs, and observations

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

Administration will monitor Module Assessments (math) and Weekly/Unit Assessments (ELA).

Person Responsible

Amy Santangelo

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration will monitor teachers data weekly and quarterly through data tracking sheets.
Administration will conduct data chats with teachers.

G1.B2.S3 Teachers will be provided materials to effectively implement Florida Standards in ELA and Mathematics. 4

 S245382

Strategy Rationale

Teachers need to be provided materials to effectively implement state standards.

Action Step 1 5

Teachers will plan weekly with SBLT

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC sign in sheet, observation, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administration and SBLT will conduct walk-throughs (evaluative and/or non-evaluative)

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/24/2015 to 6/2/2017

Evidence of Completion

Classroom walkthroughs, lesson plans, professional conversation

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Teachers implementing state standards to the complexity and depth required.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/24/2015 to 6/2/2017

Evidence of Completion

Weekly collaborative planning, walkthroughs, and data tracking in Google Docs

G1.B2.S4 Provide teachers professional development in 5E planning for Science and Mathematics. 4

 S245383

Strategy Rationale

Teachers need professional development pertaining to the 5E lesson plan.

Action Step 1 5

Teachers will participate in collaborative planning with embedded 5E lesson planning professional development

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC Sign in sheets, Observations by administration and SBLT

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Implementation of 5E lesson plan

Person Responsible

Amy Santangelo

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans and observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Implementation of 5E lesson plan

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Lesson plans and observation

G1.B3 Environmental barriers are listed, but not limited to: new grade level teams adjusting, low expectations for students, need shared vision, and limited time for Professional Development.. Also, lack of highly qualified teachers and having to use long term substitutes who do not know the curriculum are a contributing factor in low student achievement. **2**

 B232474

G1.B3.S1 Grade levels will work to create new team norms for grade levels, set expectations for staff, create shared vision, and provide time for professional development. **4**

 S245384

Strategy Rationale

Teachers need to set high expectation along with modeling expectations for students. Grade levels need to discuss their vision and goals for the school year. Administration needs to provide opportunities for professional development in house by utilizing district resources.

Action Step 1 **5**

Grade level will meet in PLC's to create team norms, shared vision for the school year, and expectations.

Person Responsible

Patricia Noble

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Participation in planning session and PLC Sign In Sheet

Action Step 2 **5**

Implement a new master schedule to maximize planning time.

Person Responsible

Amy Santangelo

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

SBLT will work with grade levels to monitor planning and set expectation for themselves and students.

Person Responsible

Patricia Noble

Schedule

Biweekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

PLC sign in sheets, observation, and grade level meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will conduct walkthroughs on grade level meetings, sit in PLC's, and have discussions with grade levels.

Person Responsible

Patricia Noble

Schedule

Biweekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Observations, walkthroughs, and discussions

G1.B4 Data/Progress Monitoring barriers include but not limited to: guided instruction by data and improved and more frequent data analysis, consistent data, and lack on knowledge with MTSS. **2**

 B232475

G1.B4.S1 Utilizing common assessments among grade levels in ELA and Mathematics **4**

 S245385

Strategy Rationale

Grade levels need to be using common assessments to analyze student data in order to make adjustments in teaching to meet the needs of each student.

Action Step 1 **5**

Teachers and Support Staff will participate in collaborative planning to plan common assessments.

Person Responsible

Cynthia Duke

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, data chats, observations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Grade level meetings with common planning, PLC's with resource staff and administration.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

PLC sign in sheets, grade level meeting notes, student data (Weekly Reading Wonders assessments), Reading Wonders End of Unit Assessments, Go Math Assessments and EOY Reading and Math Assessments, module mini assessments, and STAR.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will conduct walkthroughs and sit in on weekly planning.

Person Responsible

Patricia Noble

Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Administrative leadership meeting notes, classroom walkthroughs, and discussions with resource staff

G1.B4.S2 Develop expectations and procedures for choosing common assessments **4**

 S245386

Strategy Rationale

Teachers need to be provided expectations through collaborative planning and have input on how to choose assessments.

Action Step 1 **5**

Provide an overview of utilizing benchmarks & standards within the common assessments

Person Responsible

Patricia Noble

Schedule

Weekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Q&A, feedback from teachers, strengths and weaknesses

Action Step 2 **5**

Professional development about common assessments.

Person Responsible

Patricia Noble

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Q&A, feedback from teachers, strengths and weaknesses

Action Step 3 5

Teachers are utilizing common assessments

Person Responsible

Patricia Noble

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Resource inventory of common assessments.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Expectations and procedures for choosing common assessments.

Person Responsible

Patricia Noble

Schedule

Monthly, from 11/7/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Data Collection, and PLC Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will monitor grade level collaborative planning, and teacher evaluation meeting with Principal.

Person Responsible

Patricia Noble


Schedule

Weekly, from 8/24/2016 to 6/2/2017

Evidence of Completion

PLC Sign In Sheet, Lesson Plans, Journey

G1.B4.S3 Provide staff with professional development pertaining to MTSS. 4

 S245387

Strategy Rationale

Teachers need to have professional development in order to meet the needs of each student.

Action Step 1 5

Teachers and Support Staff will be provided professional development in MTSS. Administration will monitor student data, small group instruction, and tier data.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Tier Data, observations, and walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Implementation of MTSS

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Tier Data, Lesson Plans, collaborative planning sessions, and observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Administration and SBLT will conduct monthly meetings to analyze students data and MTSS documentation.

Person Responsible

Amy Santangelo

Schedule



















Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion









IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S2.MA3 M330710	[no content entered]		No Start Date		No End Date one-time
G1.B4.S2.A1 A317679	Provide an overview of utilizing benchmarks & standards within the common assessments	Noble , Patricia	9/13/2016	Q&A, feedback from teachers, strengths and weaknesses	5/26/2017 weekly
G1.B1.S3.A1 A317668	Selected teachers (2-3 per grade level) will be trained in Development Studies: Being a Writer. The...	Noble , Patricia	9/6/2016	PLC Sign in Sheets, Student Writing Portfolios and Lesson Plans	6/1/2017 quarterly
G1.MA1 M330713	Administration along with Katy Cortelyou will conduct walkthroughs on the selected teachers to...	Noble , Patricia	8/22/2016	FSA (ELA/Math), STAR Early Literacy, FCAT Science, School and District Ongoing Assessments, Teacher observation/feedback, and weekly assessments	6/2/2017 monthly
G1.B1.S1.MA1 M330688	Teachers and students absences and PBS.	Santangelo, Amy	8/15/2016	Monthly attendance reports from Pinnacle and SBLT minutes,	6/2/2017 monthly
G1.B1.S1.MA1 M330689	Monitor teacher and student attendance.	Santangelo, Amy	8/15/2016	PBS tracking sheets, AESOP Reports (staff),and Pinnacle (student)	6/2/2017 monthly
G1.B1.S1.A1 A317666	Teachers and students absences need to decrease. Implement Positive Behavior System to monitor...	Santangelo, Amy	8/15/2016	PBS tracking sheet with codes. Students and staff will need to earn points for the monthly reward.	6/2/2017 monthly
G1.B2.S1.MA1 M330696	Administration will conduct classroom walkthroughs and sit in weekly planning sessions	Noble , Patricia	8/15/2016	Lesson plans, PLC sign in sheets, and classroom walkthroughs	6/2/2017 weekly
G1.B2.S1.MA1 M330697	Administration will conduct classroom walkthroughs for implementation of state standards and sit in...	Noble , Patricia	8/15/2016	Lesson plans, observation, weekly grade level meeting notes	6/2/2017 weekly
G1.B2.S1.A1 A317671	Provide professional development in unpacking state standards in ELA and Mathematics.	Noble , Patricia	8/22/2016	PLC sign in sheets, meeting notices, observation, and lesson plans	6/2/2017 biweekly
G1.B2.S1.A2 A317672	Teachers will participate in grade level collaborative planning 2 times per week.	Noble , Patricia	8/8/2016	Classroom walkthroughs, lesson plans, and PLC sign in sheets	6/2/2017 weekly
G1.B3.S1.MA1 M330704	Administration will conduct walkthroughs on grade level meetings, sit in PLC's, and have...	Noble , Patricia	8/24/2016	Observations, walkthroughs, and discussions	6/2/2017 biweekly
G1.B3.S1.MA1 M330705	SBLT will work with grade levels to monitor planning and set expectation for themselves and...	Noble , Patricia	8/24/2016	PLC sign in sheets, observation, and grade level meeting notes.	6/2/2017 biweekly
G1.B3.S1.A1 A317676	Grade level will meet in PLC's to create team norms, shared vision for the school year, and...	Noble , Patricia	8/15/2016	Participation in planning session and PLC Sign In Sheet	6/2/2017 monthly
G1.B3.S1.A2 A317677	Implement a new master schedule to maximize planning time.	Santangelo, Amy	8/15/2016	Master Schedule	6/2/2017 annually
G1.B4.S1.MA1 M330706	Administration will conduct walkthroughs and sit in on weekly planning.	Noble , Patricia	8/24/2016	Administrative leadership meeting notes, classroom walkthroughs, and discussions with resource staff	6/2/2017 weekly
G1.B4.S1.MA1 M330707	Grade level meetings with common planning, PLC's with resource staff and administration.	Noble , Patricia	8/24/2016	PLC sign in sheets, grade level meeting notes, student data (Weekly Reading Wonders assessments), Reading Wonders End of Unit Assessments, Go Math Assessments and EOY Reading and Math Assessments, module mini assessments, and STAR.	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1  A317678	Teachers and Support Staff will participate in collaborative planning to plan common assessments.	Duke, Cynthia	8/15/2016	Lesson plans, data chats, observations	6/2/2017 weekly
G1.B1.S2.MA1  M330690	Usage of ESOL strategies in small and whole group.	Santangelo, Amy	8/15/2016	Lesson plans and walkthroughs (evaluative and non-evaluative), analyzing student data: FAIR, IBTP, and FSA.	6/2/2017 weekly
G1.B1.S2.MA1  M330691	Administration will conduct walkthroughs on grade level meetings, sit-in on weekly PLC's, and check...	Noble , Patricia	8/15/2016	Observation, Walk-throughs, Data Chats utilizing FAIR, IBTP, FSA data and weekly assessments and these are tracked in Google Docs.	6/2/2017 weekly
G1.B1.S2.A1  A317667	Provide professional development pertaining to ESOL strategies to implement in small and whole...	Noble , Patricia	9/1/2016	Data collected will be Lessons plans, SBLT walkthroughs,(non-evaluative) that will be discussed at Leadership meetings, paras turn weekly logs into district, and classroom observations (Journey)	6/2/2017 weekly
G1.B2.S2.MA1  M330698	Administration will monitor Module Assessments (math) and Weekly/Unit Assessments (ELA).	Santangelo, Amy	8/15/2016	Administration will monitor teachers data weekly and quarterly through data tracking sheets. Administration will conduct data chats with teachers.	6/2/2017 quarterly
G1.B2.S2.MA1  M330699	Administration will participate in weekly planning (Santangelo-Math and Noble-ELA).	Santangelo, Amy	8/15/2016	PLC Sheets, walk-throughs, and observations	6/2/2017 weekly
G1.B2.S2.A1  A317673	Teachers will participate in collaborative planning to unpack state standards and plan to the depth...	Noble , Patricia	8/15/2016	Administration observation, walk-throughs, lesson plans, student data (IBTP, FAIR, FSA)	6/2/2017 weekly
G1.B4.S2.MA1  M330708	Administration will monitor grade level collaborative planning, and teacher evaluation meeting with...	Noble , Patricia	8/24/2016	PLC Sign In Sheet, Lesson Plans, Journey	6/2/2017 weekly
G1.B4.S2.MA1  M330709	Expectations and procedures for choosing common assessments.	Noble , Patricia	11/7/2016	Lesson Plans, Data Collection, and PLC Sign-In Sheet	6/2/2017 monthly
G1.B4.S2.A2  A317680	Professional development about common assessments.	Noble , Patricia	8/24/2016	Q&A, feedback from teachers, strengths and weaknesses	6/2/2017 quarterly
G1.B4.S2.A3  A317681	Teachers are utilizing common assessments	Noble , Patricia	8/24/2016	Resource inventory of common assessments.	6/2/2017 quarterly
G1.B1.S3.MA1  M330692	Developmental Studies: Being a Writer and District implemented writing curriculum.	Noble , Patricia	8/15/2016	Lesson plans, teacher observation/walk-throughs (Formal and Informal), Developmental studies walk throughs, and PLC's sign in sheets	6/2/2017 weekly
G1.B1.S3.MA1  M330693	Monitoring the implementation of Being a Writer (K-2 teachers only) and District Writing curriculum...	Noble , Patricia	8/15/2016	Lesson plans, PLC's, and Walk-through/ observation (evaluative and non-evaluative)	6/2/2017 weekly
G1.B2.S3.MA1  M330700	Teachers implementing state standards to the complexity and depth required.	Noble , Patricia	8/24/2015	Weekly collaborative planning, walkthroughs, and data tracking in Google Docs	6/2/2017 weekly
G1.B2.S3.MA1  M330701	Administration and SBLT will conduct walk-throughs (evaluative and/or non-evaluative)	Noble , Patricia	8/24/2015	Classroom walkthroughs, lesson plans, professional conversation	6/2/2017 weekly
G1.B2.S3.A1  A317674	Teachers will plan weekly with SBLT	Noble , Patricia	8/15/2016	PLC sign in sheet, observation, lesson plans	6/2/2017 weekly
G1.B4.S3.MA1  M330711	Administration and SBLT will conduct monthly meetings to analyze students data and MTSS...	Santangelo, Amy	8/24/2016		6/2/2017 monthly
G1.B4.S3.MA1  M330712	Implementation of MTSS	Santangelo, Amy	8/24/2016	Tier Data, Lesson Plans, collaborative planning sessions, and observations	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.A1  A317682	Teachers and Support Staff will be provided professional development in MTSS. Administration will...	Santangelo, Amy	10/17/2016	Tier Data, observations, and walk-throughs	6/2/2017 monthly
G1.B1.S4.MA1  M330694	Effective strategies to meet the needs of all students through differentiated instruction.	Santangelo, Amy	8/15/2016	Lesson plans, observation, and SBLT walkthroughs, evaluative walk-throughs	6/2/2017 weekly
G1.B1.S4.MA1  M330695	Teachers and support staff need to implement effective strategies to differentiate instruction with...	Noble , Patricia	8/15/2016	Lesson plan, teacher walkthroughs, PLC, professional discussion	6/2/2017 weekly
G1.B1.S4.A1  A317669	Provide teachers with time to collaboratively plan effective lessons (2 times per week)	Noble , Patricia	8/8/2016	Lesson plans, walkthroughs, and PLC's	6/2/2017 weekly
G1.B1.S4.A2  A317670	Provide new teachers professional development in differentiated instruction with effective teaching...	Noble , Patricia	9/19/2016	Teacher Observation, classroom non evaluative walkthroughs, PLC sign in sheet	6/2/2017 monthly
G1.B2.S4.MA1  M330702	Implementation of 5E lesson plan	Noble , Patricia	8/24/2016	Lesson plans and observation	6/2/2017 weekly
G1.B2.S4.MA1  M330703	Implementation of 5E lesson plan	Santangelo, Amy	8/24/2016	Lesson plans and observations	6/2/2017 one-time
G1.B2.S4.A1  A317675	Teachers will participate in collaborative planning with embedded 5E lesson planning professional...	Noble , Patricia	8/15/2016	PLC Sign in sheets, Observations by administration and SBLT	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Establish and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards in English Language Arts and Mathematics.

G1.B1 Instructional barriers listed but not limited to: Student and teacher absences, language barrier (75% LY), differentiated instruction, cross curricular writing/responding, and lack of intrinsic motivation among staff members and students.

G1.B1.S3 Teachers must implement writing to respond and cross curricular writing.

PD Opportunity 1

Selected teachers (2-3 per grade level) will be trained in Development Studies: Being a Writer. The remaining teachers will receive Professional Development from the School Based Reading Coach-Cynthia Duke.

Facilitator

Development Studies Trainer Katy Cortelou and Cynthia Duke

Participants

Classroom Teachers and SBLT

Schedule

Quarterly, from 9/6/2016 to 6/1/2017

G1.B1.S4 Teachers and support staff need to implement effective strategies to differentiate instruction within their lessons (whole group and small group)through collaborative planning.

PD Opportunity 1

Provide new teachers professional development in differentiated instruction with effective teaching strategies and continue monitoring and supporting those who received differentiated instruction professional development last year.

Facilitator

Cynthia Duke

Participants

Classroom and support staff

Schedule

Monthly, from 9/19/2016 to 6/2/2017

G1.B2 Curriculum barriers are listed, but not limited to: reaching the depth of the standard in Reading and Mathematics, lack of analyzing ELA and Math standards correctly, new 5E lesson plan, and lack of materials.

G1.B2.S1 Continue to unpack Florida Standards in ELA and Mathematics.

PD Opportunity 1

Provide professional development in unpacking state standards in ELA and Mathematics.

Facilitator

Regional, District, and School Based Literacy Coach

Participants

Classroom Teachers and Support Staff

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

G1.B4 Data/Progress Monitoring barriers include but not limited to: guided instruction by data and improved and more frequent data analysis, consistent data, and lack on knowledge with MTSS.

G1.B4.S2 Develop expectations and procedures for choosing common assessments

PD Opportunity 1

Provide an overview of utilizing benchmarks & standards within the common assessments

Facilitator

Administration

Participants

Classroom Teachers

Schedule

Weekly, from 9/13/2016 to 5/26/2017

PD Opportunity 2

Professional development about common assessments.

Facilitator

Administration

Participants

Classroom teachers

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

PD Opportunity 3

Teachers are utilizing common assessments

Facilitator

School-based Leadership Team

Participants

Classroom teachers

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. Establish and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards in English Language Arts and Mathematics.

G1.B1 Instructional barriers listed but not limited to: Student and teacher absences, language barrier (75% LY), differentiated instruction, cross curricular writing/responding, and lack of intrinsic motivation among staff members and students.

G1.B1.S2 Utilize resource staff to address the needs of our LY students. The LY population at Kingsford has increased over the past several years.

TA Opportunity 1

Provide professional development pertaining to ESOL strategies to implement in small and whole group lessons. District ESOL TRST Pam Olivio will assist with guiding teachers and resource staff through effective ESOL strategies

Facilitator

Dr. Ortiz, Clair Hernandez

Participants

Classroom Teachers and SBLT

Schedule

Weekly, from 9/1/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Teachers and students absences need to decrease. Implement Positive Behavior System to monitor attendance.				\$0.00
2	G1.B1.S2.A1	Provide professional development pertaining to ESOL strategies to implement in small and whole group lessons. District ESOL TRST Pam Olivio will assist with guiding teachers and resource staff through effective ESOL strategies				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
Notes: Literacy Coach						
3	G1.B1.S3.A1	Selected teachers (2-3 per grade level) will be trained in Development Studies: Being a Writer. The remaining teachers will receive Professional Development from the School Based Reading Coach- Cynthia Duke.				\$0.00
4	G1.B1.S4.A1	Provide teachers with time to collaboratively plan effective lessons (2 times per week)				\$0.00

5	G1.B1.S4.A2	Provide new teachers professional development in differentiated instruction with effective teaching strategies and continue monitoring and supporting those who received differentiated instruction professional development last year.				\$0.00
6	G1.B2.S1.A1	Provide professional development in unpacking state standards in ELA and Mathematics.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: Literacy Coach			
7	G1.B2.S1.A2	Teachers will participate in grade level collaborative planning 2 times per week.				\$0.00
8	G1.B2.S2.A1	Teachers will participate in collaborative planning to unpack state standards and plan to the depth that is intended.				\$0.00
9	G1.B2.S3.A1	Teachers will plan weekly with SBLT				\$0.00
10	G1.B2.S4.A1	Teachers will participate in collaborative planning with embedded 5E lesson planning professional development				\$0.00
11	G1.B3.S1.A1	Grade level will meet in PLC's to create team norms, shared vision for the school year, and expectations.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: Literacy Coach			
12	G1.B3.S1.A2	Implement a new master schedule to maximize planning time.				\$0.00
13	G1.B4.S1.A1	Teachers and Support Staff will participate in collaborative planning to plan common assessments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: Literacy Coach			
14	G1.B4.S2.A1	Provide an overview of utilizing benchmarks & standards within the common assessments				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: Literacy Coach			
15	G1.B4.S2.A2	Professional development about common assessments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: Literacy Coach			

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16	G1.B4.S2.A3	Teachers are utilizing common assessments					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			District-Wide	Title I, Part A		\$0.00	
			Notes: Literacy Coach				
17	G1.B4.S3.A1	Teachers and Support Staff will be provided professional development in MTSS. Administration will monitor student data, small group instruction, and tier data.				\$0.00	
Total:						\$0.00	